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## Attitudes of preschool children toward the elderly at the Stride Rite Intergenerational Day Care Center.

Eleanor Marie White  
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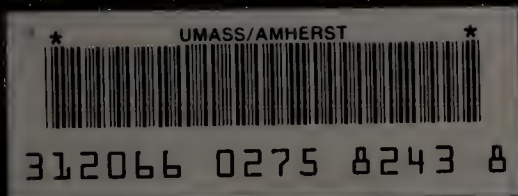
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ATTITUDES OF PRESCHOOL CHILDREN TOWARD THE ELDERLY AT  
THE STRIDE RITE INTERGENERATIONAL DAY CARE CENTER

A Dissertation Presented

by

ELEANOR MARIE WHITE

Submitted to the Graduate School of the  
University of Massachusetts Amherst in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 2001

School of Education

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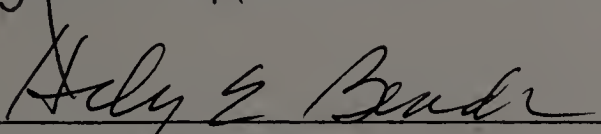
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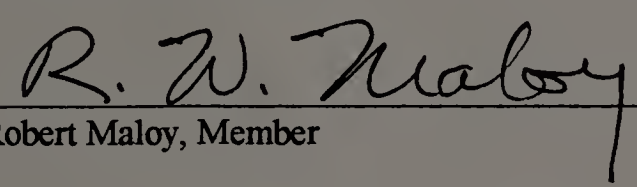
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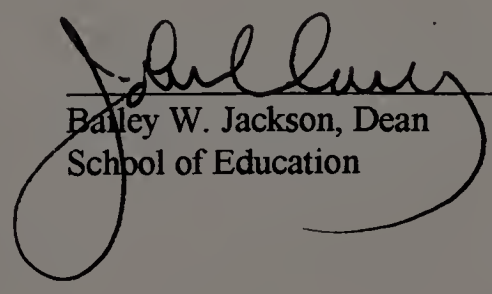
Atron Gentry, Chairman



Hilary Bender, Member



Robert Maloy, Member



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School of Education

## DEDICATION

To my Parents and Family  
for their unconditional love.

To my Husband, Willie,  
who has been my help and strength.

To my Stepdaughters,  
whom I love very much.

To my Son, Aaron,  
who is my angel child.

## ACKNOWLEDGMENTS

This dissertation is the result of many years of hard work and sacrifice. As it is with many endeavors, this one was not accomplished in isolation. There are many people whom I would like to acknowledge and thank:

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The staff, children, elders, and parents at The Stride Rite Intergenerational Day Care Center; and a special thanks to Victoria Hacket and Heidi Siegrist, who gave me their valuable time and allowed me to move about the center in comfort and ease.

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Immanual, the dearest of all my friends. Your powerful words of wisdom and comfort helped me to realize that my dream was never out of reach. I am eternally grateful.

All of my family, who have been my constant help and inspiration during this endeavor.

## ABSTRACT

### ATTITUDES OF PRESCHOOL CHILDREN TOWARD THE ELDERLY AT THE STRIDE RITE INTERGENERATIONAL DAY CARE CENTER

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The first of its kind in the United States, from 1990 to 1995, The Stride Rite Intergenerational Day Care Center offered an innovative program that addressed the care needs of both young children and elders in the same setting. By design, this employer-sponsored on-site intergenerational day care center met the physical, social and intellectual needs of each group through a planned and supervised curriculum, that fostered regular, planned interactions between the young children and the elders.

The purpose of this case study was to assess the positive and negative attitudes of twenty preschoolers at the day care center, toward the elderly participants and toward their own aging; and to identify attitude differences, if any, between the two groups of preschoolers. By examining the program's features and qualities, this study also attempted to identify some of variables that influenced these attitudes.

A qualitative and quantitative methodology was used. Interviews, field notes, The Parent Survey Questionnaire and The Children's Attitudes Toward the Elderly (The CATE), provided appropriate data.

Twenty preschoolers, (ten 4-year-olds and ten 5-year-olds), were the subjects in this study. Other participants included, (6) elders, (2) teachers, (1) elder activity coordinator, (4) administrators and (20) parents.

The results of the study indicated that the preschoolers had mixed attitudes toward the elderly and their own aging. The quantitative findings from The Children's Attitudes Toward the Elderly (The CATE), indicated that the 4- and 5-year-olds did not know very much about the elderly. In addition, the



majority of the 4- and 5-year-olds indicated less than positive feelings about the elderly and getting old. There was however, a significant association between age and how the preschoolers felt about getting old. The results showed that the 5-year-olds felt more positive than the 4-year-olds about getting old. Additionally, both the 4- and 5-year-olds expressed positive affective feelings toward the elderly, but had negative attitudes about the physical aspects associated with the elderly.

The qualitative findings were also mixed. The 4- and 5-year-olds demonstrated positive attitudes toward the elders who were active and engaging. Some 5-year-olds indicated that they enjoyed being helped by the elders, and that they also enjoyed doing helpful things for them. However if the elders were not active, the 4- and 5-year-olds shied away from them. Both 4- and 5-year-olds reported that they were afraid of the elders who did not talk to them. Furthermore, the findings also indicated that with the exception of death, some of the 4- and 5-year-olds had positive feelings toward the elderly. Further evidence indicated that at times, some 5-year-olds no longer saw the elders as "the Old People," but as friends.

The study findings also indicated that the Intergenerational Day Care Program at Stride Rite was valued by the elders, parents and the care providers.

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# CHAPTER I

## INTRODUCTION

### Background of the Problem

More people than ever before are reaching old age (American Association of Retired Persons, 1987). This development creates an urgent need for social care for elders, particularly for those in their later years-- care that increasingly will fall to communities and business enterprises (Morrison, 1990, p. 399). Among preschool children, there is a similar need for care. Recent socioeconomic developments, including the tremendous increase in single-parent families, have forced millions of female adult members of families to seek employment away from home. Working families are increasingly turning to community-based and employer-sponsored facilities to provide day care for their family members (King and MacKinnon, 1988, p. 392). It can be assumed that the need for quality child care and elder care will continue.

With their roots in the social welfare and reform movements of the mid-nineteenth century, organized child care programs were given a strong boost in the mid-1960s by such federally funded programs as Head Start. These programs were designed to break the cycle of poverty among low-income families by allowing both parents to work (Greenman, 1984, p. 4). Today, with the majority of young and middle-aged women employed outside the home, parents think very differently about the care of their children than did the parents of earlier generations. No longer is child care outside the home linked primarily to lower class, impoverished families who need two wages to survive (Scarr and Weinberg, 1986, p. 140). It has become essential to millions of American families from a variety of socioeconomic backgrounds. Moreover, many of today's child care centers provide not only basic custodial care for young children but also programs designed to enrich their lives (Travis, Stremmel, and Duprey, 1993, p. 285).

Unlike child day care, adult day care is relatively new. It targets a narrower segment of the population; individuals experiences significant mental, physical, or social impairment. It was introduced

in the United States in 1947 under the auspices of the Menninger Clinic. The first programs were similar to geriatric day care programs in Europe, where day treatment was used to accelerate the return of aging hospitalized patients to their homes (Padula, 1983, pp. 1-2).

In the 1990s adult day care in the United States included a variety of programs designed to meet the needs of individuals experiencing significant mental, physical, or social impairment (Von Behren, 1986). These programs often provide a variety of health, social, and other support services to groups of adults in a protective setting during the day--that is, for less than 24 hours (National Institute on Adult Day Care, 1984). Adult day care stresses the establishment of functionally appropriate care plans for each participant (Von Behren, 1986). The majority of adult day care recipients are over the age of 60 (Travis et al., 1983, p. 287).

The creation of intergenerational day care programs in the 1980s and 1990s was a response to the increasing need for day care for both young children and elders. More than a decade of experience with such programs has enabled people to see their relevance for addressing these needs and their importance in both community and corporate settings (Newman, 1997, p. 57). As a consequence of this awareness, intergenerational programs are now operational throughout the United States in a variety of systems concerned with the education, health, and welfare of children and elders. Intergenerational programs are operating in K-12 schools, colleges, Head Start centers, senior centers, long-term care facilities, residential communities, and adult day care centers (Newman, 1997, p. 57).

In the corporate setting, some employers have begun to address their employees' concerns about access to quality day care by offering child care and elder care options. One such option is the employer-sponsored intergenerational day care program. It offers the unique characteristic of simultaneously addressing the care needs of young children and elders, in the same setting or proximate settings. By design, such programs meet the physical, social, and intellectual needs of each group through a planned and supervised curriculum that fosters interaction between the young children and the elders (Fernandez, 1990). Proponents of intergenerational day care centers theorize that in such an environment young children should be able to develop positive attitudes toward the elderly and the aging process that will allow them to live fully throughout their lives (Jantz, Seefeldt, Galper, and Serock, 1976a, p. 1).

## Statement of the Problem

The Stride Rite Corporation has a long history of interest in dependent care issues. In response to issues affecting the ability of young children and elders to obtain quality day care, the company created an intergenerational day care center in 1990. It was open not only to the relatives of employees but also to people in the community who were not employees. This employer-sponsored, on-site intergenerational center was the first of its kind in the United States. Here, child and elder day care programs share a common space, creating opportunities for meaningful social interactions between young children and elders. While learning to appreciate and plan for the specific needs of both groups, each programs' staff maintains its distinct roles and responsibilities. In this innovative day care environment, it was important to understand how preschool children's attitudes were affected as a result of their participation in the program. The problem this study addressed therefore was to discern the influence, if any that the intergenerational program had on the attitudes of the 4- and 5-year-olds toward the elderly and toward their own aging.

## Purpose of the Study

The purpose of this case study was to simply assess the positive and negative attitudes of twenty preschoolers (ten 4-years-old and ten 5-year-olds) at The Stride Rite Intergenerational Day Care Center, toward the elderly participants at the center, and toward their own aging; and to identify any differences in those attitudes between the two groups of children. An assessment instrument, The Children's Attitudes Toward the Elderly (The CATE), interviews with the day care providers and elders, as well The Parent Survey Questionnaire were used to assess the preschoolers' attitudes. Also, by examining the programs' features and qualities, the researcher also attempted to identify some of the variables that influenced these attitudes.

## Significance of the Study

During the next decade, it is expected that almost half of the nations' employers will be providing child care, elder care, or both. In order to help their employees, it is expected that more companies already providing child care will also offer intergenerational care, as a day care option (Newman, 1997).



This research provides an opportunity to study the effects of bringing young children and elders together for quality care, as well as social interaction, in a single day care center. By examining the influence of an on-site employer-sponsored intergenerational day care program on the attitudes of the 4- and 5-year-olds toward the elderly and their own aging, this study also contributes to the limited body of information that exists on organized efforts to provide intergenerational day care in an innovative setting of this type.

Finally, the findings of this research should have important implications for planning future on-site employer-sponsored intergenerational day care programs. Lambert, Dellmann-Jenkins, and Fruit (1990) remind us that, "Intergenerational programs must be carefully planned in order to be beneficial to both young children and elders" (p. 553).

### Research Questions

To the extent of which the twenty preschoolers in the study had developed positive or negative attitudes as a result of their exposure to, or their social interaction with the elderly at the day care center, the following research questions were addressed in this study.

1. How do the 4- and 5-year-olds feel about the elderly?
2. How do the 4- and 5-year-olds feel about getting old?
3. What do the 4- and 5-year-olds know about the elderly?

### Assumptions

After a review of the relevant literature, the design of the research was based on three assumptions about the attitudes of the 4-year-olds and the 5-year-olds toward the elderly and toward their own aging, at The Stride Rite Intergenerational Day Center. The assumptions were:

1. The greater the exposure that the 4- and 5-year-olds have to the elderly through the intergenerational activities, the more positive would be their attitudes toward them.
2. Five year-olds, because of their increased exposure to the elderly at the center, are more likely to have more positive attitudes toward the elderly than the 4-year-olds.



3. The nature of the social interactions with the elderly would be a significant determinant in whether or not the 4-year-olds and the 5-year-olds attitudes toward the elderly and toward their own aging are positive or negative.

### Limitations of the Study

The use of a case study format imposed certain limitations on the research. Since no other on-site employer-sponsored intergenerational day care center is exactly like this one, the findings here cannot be assumed to be applicable in other situations. The samples used in this study were small and were not randomly selected. In most case study research, the participants in the situation under study are the ready-made sample, provided they agree to participate. The positive and negative attitudes of only twenty children (ten 4-year-olds and ten 5-year-olds) were assessed for this study. Formal and informal interviews were conducted with only six elders and formal interviews were conducted with only seven care providers at the center.

This study was further limited for the following two reasons. First, data collection at the research site took place during the summer of 1995. During that time the program lacked an intergenerational coordinator. Consequently, planned activities did not occur as often as they had in the past. Second, Stride Rite was reducing the size of the day care staff, resulting in low morale. This reduction was linked to the move of the corporate offices and the day care center to a new location in November 1995.

### Research Methodology

The case study included both qualitative and quantitative data. Kidder and Fine assert that there is nothing unscientific about combining qualitative and quantitative measures. This is a form of triangulation that enhances the reliability as well as the internal validity of the study (1987, p. 72). The qualitative data collection instruments and techniques, which included sections from The Parent Survey Questionnaire and both formal and informal interviews, were explicitly designed to assess the positive and negative attitudes of the 4- and 5-year-olds toward the elderly at the day care center and toward their own

aging, as perceived by their parents, the elders and the care providers. Field observations of the 4- and 5-year-olds and the elders during social interactions provided additional qualitative data.

The quantitative data collection instruments, again included The Parent Survey Questionnaire which collected both qualitative and quantitative data and The Children's Attitudes Toward the Elderly (The CATE), an assessment instrument, that used the interview technique to assess the cognitive, affective, and behavioral components of children's attitudes toward the elderly. This instrument is also designed to identify any attitude differences between the 4-year-olds and the 5-year-olds.

### Definition of Terms

The following glossary has been developed to aid the reader's comprehension of terms used in this study.

Preschool Children: Young children who are 2.9 to 6 years old.

Elders: Adults 55 years of age and older.

Attitudes: In The Children's Attitude Toward the Elderly (The CATE), attitudes are defined as having the following three components: (a) Affective: How do you feel about getting old? (b) Behavioral: What kinds of things do you do with an elderly person? (c) Cognitive: What do you know about people who are elderly? It is used to assess young children's positive and negative attitudes in these components.

Care Providers: Teachers, the elder care coordinator, and administrators at the Stride Rite Intergenerational Day Care Center who provide care and protection for the young children and the elders, and meet the physical, social and intellectual needs of each group through a planned and supervised curriculum.

Employer-Sponsored On-Site Intergenerational Day Care Center: A specialized day care center sponsored by the employer where child and elder day care programs are housed together in a company building.

Intergenerational Interaction: Social interaction between elders and infants, toddlers, and preschool children. These interactions provide the opportunity for close communication, sharing of feelings and ideas, and cooperative activities.

Floating Museum: A specially designed room located in the children's wing at The Stride Rite Intergenerational Day Care Center in which a small group of two to four children, along with two elders and the child care specialist, engage in activities intended to promote an awareness and appreciation of human diversity through exposure to the food, music, and languages of other cultures.

### An Outline of the Study

Chapter I presents the background and problem statement, the purpose of the study, the significance of the study, the research questions, the assumptions, the limitations of the study, the research methodology, the definition of terms, and an outline of the chapters in the study. Chapter II reviews the literature. It not only explores the historical roots of organized child care and elder care in the United States, but also examines the concept of employer-sponsored child and elder day care as an option for employees having dependents who need care. This chapter also includes a review of research literature on the attitudes of children toward the elderly and aging and on the impact of intergenerational programs on these attitudes. Chapter III describes the methodology used to collect and analyze the data, including a description of the setting. Chapter IV presents the data and the results of the case study research. Chapter V summarizes the research findings in the following four sections. The first restates the problem, the second reviews the procedures, the third discusses the important findings, and the fourth offers conclusions, recommendations, and implications for future research.

## CHAPTER II

### REVIEW OF THE LITERATURE

Several nationwide surveys indicate that working families are increasingly turning to their employers for support and assistance in obtaining quality day care for their young children and infants, as well as for their impaired or frail elderly members. In response to this growing need, some employers are taking an interest, and have begun to offer programs to assist their employees who have dependents in need of care. The corporate responses range from conservative leave policies allowing employees to be absent from work for brief periods during family emergencies to elaborate employee benefit packages that include on-site intergenerational day care.

The review of the literature conducted for this study explores the history of child care and elder care in the United States. It examines the evolution of employer-sponsored child and elder day care programs and presents the findings from several studies on children's attitudes toward the elderly. The review addresses four topics: the historical roots of child and adult day care in the United States; factors expected to increase the need affecting employer-sponsored day care; employer-sponsored child and elder day care options; and research on children's attitudes toward the elderly and aging, as well on the impact of intergenerational programs on the attitudes of young children.

In order to avoid dealing with child and elder care services that are unlicensed or unregulated, this review of the literature will be limited to center-based day care, in which care is most likely to be delivered by trained, paid professional staff.

#### Historical Roots of Child Care in the United States

Child day care has its roots in the social welfare and reform movements of the mid-nineteenth century, when two types of organized child care emerged (Travis, Stremmel, and Duprey, 1993, p. 284). One was the nursery school and kindergarten movement, the other was the day nursery movement. They have very different roots (Select Committee on Children, Youth and Families, 1989, p. 92).



## Child Day Care

Nursery schools and kindergartens were very much a middle-class movement.

The purpose of the first nursery school, started in 1915 by the faculty wives at the University of Chicago, was to offer their youngsters an opportunity for wholesome play and to give the mothers some hours of leisure away from the children (Clarke-Stewart, 1982, p. 33). Nursery schools became popular with middle-class families from the 1930s to the 1960s (Greenman, 1984, p. 5).

By contrast, day nurseries, which evolved into the day care centers that we know today, have an historical association with poverty, working mothers, welfare, and reform (Greenman, 1984, p. 6). The first nurseries were founded in the 1840s in Boston for the widows and working wives of seamen, who were then, as now, a disadvantaged group. The settlement houses that took in immigrant children also started day nurseries, since immigrant mothers had to work and their children were growing up in the streets (Clarke-Stewart, 1982, pp. 30-31). By 1898, about 175 day nurseries were operating in various parts of the country (Fein and Clarke-Stewart, 1973, p. 15).

In the early 1900s the day care movement expanded more rapidly. Day nurseries were often set up in a converted house, without the benefit of public support, and were considered a last resort for children who could not be cared for at home (Clarke-Stewart, 1982, p. 3). In the mid-1930s, to alleviate the effects of the Great Depression, the federal government initiated the Federal Economic Recovery Act and the Works Projects Administration (WPA), both of which made public funds available for further expansion of day care (Greenman, 1984). However, in 1938, federal support for the expansion of day care came to an end. It was not restored until World War II brought increasing numbers of women to the workforce (Clarke-Stewart, 1982, p. 31). By the mid-1940s, more than a million and a half children were in day care (Fein and Clarke-Stewart, 1973, p. 16).

With the end of the war, day care facilities began to close, and by 1950 only 18,000 children were in day care centers. Between 1950 and 1965, day care again became mainly a service for the poor. Although most of the centers closed, economically disadvantaged working women did not return to their traditional roles in the home. They continued to work, making child care arrangements with relatives, neighbors, or housekeepers (Clarke-Stewart, 1982, p. 32).

The reappearance of organized child care centers was spurred during the mid-1960s by the advent of federally funded programs, such as Head Start and other childhood early intervention programs. These programs were designed to break the cycle of economic deprivation among low-income families not only by allowing both parents to work, but by providing education for young children (Greenman, 1984, p. 9). Unfortunately, these early childhood education programs lost momentum in the 1970s, beginning in 1971 with a presidential veto of the Comprehensive Child Development Act. Had it been passed, the act would have provided a comprehensive array of family support services, not just custodial care for young children. The veto was particularly damaging to fledgling child care services, because it was based on, and reinforced, concerns that supporting paid child care services outside the home would weaken American families, gradually replacing family-centered childrearing with a communal approach (Bridgman, 1985, p. 22).

During the past 20 years, as the percentage of women in the United States labor force who are mothers of preschool children has grown, the need for nonmaternal child care has increased. The number of preschool children in two-parent homes with working mothers increased from slightly over 6.9 million in 1980 to almost 9.4 million by 1990, some 36%. During the same period, the number of preschoolers with a single parent, generally an employed mother, grew from just under 1.8 million in 1980 to 2.8 million in 1990, a 57% increase (Newman, 1997).

During the 1980s women with children under the age of 3 were the fastest growing part of the U.S. labor force. As early as 1982, more than 45% of these women worked outside the home (Zigler and Muenchow, 1983, p. 92). By 1990, 10.4 million United States children under the age of six had working mothers. This influx of young and middle-aged women into the workforce coming from a variety of socioeconomic backgrounds, has dramatically altered society's perception of the value of, and the need for, professional child care (Newman, 1997).

### Types of Care Used for Young Children

As noted in the preceding paragraphs, the pattern of child care has changed since World War II. In the 1950s and 1960s, the majority of children whose mothers worked were cared for in their own



homes. By the 1970s, more children were being cared for in someone else's home (Hewlet, Ilchman, and Sweeney, 1986, p. 38). During the 1980s there was a large increase in the use of day care centers and nursery schools, a gradual decline in care by relatives, and a substantial decline in home care by non-relative sitters (Select Committee on Children Youth, and Families, 1989, p. 94). Today, nationwide about 33% of young children under 3 years and those between 3 to 5-years-old, are cared for at a center-based day care, making this option the most popular choice. Twenty seven percent of infants and preschool age children are taken care of by a relative, with 24% being cared for in family day care; a setting where several children are looked after in the providers home. Furthermore, about 10% of the nation's infants and young children are cared for in ways other than the ones mentioned above. One type of care in this option is the care that is provided by a nanny or au pair. Under this arrangement the care provider comes to the family home each day, or may live with the family. This is the least common child care arrangement (Brown, 1999, p. 121).

In response to the changing outlook on child care, in 1990 Congress passed comprehensive child care legislation (The Child Care and Development Block Grant) to provide funds to help families with child care costs and to help states improve the quality and supply of child care services (Newman, 1997). Today's child care centers still provide a safe place for children, but most well-run centers also provide programs designed to educate and enrich the lives of their young charges.

### Historical Roots of Adult Day Care in the United States

Concepts of adult day care, like those of child care, have evolved since their inception. The first adult day care program in the United States was organized in 1947 under the auspices of the Menninger Clinic. This program was similar to the geriatric day care clinics in Europe, which used day treatment programs to accelerate the return of aging hospitalized patients to their homes. In 1969, only 12 adult day care programs were known to be operating in the United States (Padula, 1983, pp. 1-2). In 1974, when the federal government provided support for an assessment of adult day care, there were still fewer than 15 locations from which programs could be selected for study. However, by 1984 there were

more than 900 such programs and by 1990 the number had grown to more than 2000 programs operating throughout the 50 states (Wacker, Roberto, and Piper, 1998).

### Adult Day Care

Community-based noninstitutional community-based day care is a relatively new concept. Even with the continued efforts of community members to improve the quality of life for their elders, many attribute the slow development of noninstitutional day care to the Medicare and Medicaid health programs promulgated in the 1960s, which supported and encouraged institutionalization of the elderly (Crossman, 1987, p. 3). Reimbursements were provided for hospital and nursing home care but not for outpatient community health services. During the 1970s many nursing homes were constructed as pressure mounted to move chronic patients from hospitals into nursing homes to make room for acute cases (Eustis, Greenburg, and Pattern, 1994, p. 17). It was at this time that funds authorized under the Hill-Burton legislation to pay for hospital construction became available to build nursing homes, thus linking institutionalized long-term care with medical and nursing care (Eustis et al., 1994).

In 1972 the passage of amendments to the Social Security Act authorized pilot projects for day care and homemaker services as alternatives to institutional care (Padula, 1983, p. 25). By the beginning of the 1980s, noninstitutional day care was recognized as an important means of providing family respite and caregiver support (Travis et al., 1983, p. 286). Of particular importance in its evolution were the economic Recovery Act, effective January 1, 1982, and the 1981 Omnibus Budget Reconciliation Act, both of which provided for economic incentives for adult day care. The Economic Recovery Act allowed families with elderly dependents to claim tax credit for adult day care. The Omnibus Budget Reconciliation Act, designed to reduce institutionalization of the elderly, allowed states to request a waiver allowing Medicaid coverage for day care services (Travis et al., 1983, p. 287).

In 1982, Rhodes articulated a new understanding of the advantages of noninstitutional adult day care:

Adult care is based on the premise that the elderly maintain their mental and physical well-being longer and at higher levels of functioning in the community and home-integrated milieu as opposed to institutional settings. Supportive services are geared to maintaining and stabilizing the elderly to prevent premature institutionalization (pp. 1-2).

Padula (1983) envisioned adult day care as a part of a system or continuation of long-term care and defined the term as follows:

Day care...means any program which provides personal care, supervision and an organized program of activities, experiences and therapies during the day in a protective group setting. Day care offers an individualized plan of care designed to maintain impaired persons at, or to restore them to, optimal capacity for self-care (p. 13).

### Models of Adult Day Care Centers

Weissert's study on adult day care found that the majority of centers could be described as operating according to one of two models, health-oriented or social-services-oriented.

Each model had different participants, staff, services, costs, and features characteristic of the type of organization under whose auspices the center operated. The two adult day care models are described below.

Auspice Model I, are centers that are associated with health care institutions or ambulatory settings and draw participants from them. Such centers have a strong health care orientation and seek rehabilitation as a treatment goal. Participants in this group typically have suffered a stroke or have other chronic disabling problems. They may have been previously institutionalized, but have recovered sufficiently to be released from in-patient status, provided that follow-up treatments are available on an ambulatory basis. Services provided include nursing care, therapy, and therapeutic diets. At these centers there is one staff member for every two participants. Revenue comes largely from philanthropic sources and from the patients themselves rather than from the government.

Auspice Model II, are centers that are affiliated with a general hospital, a social service agency, or a housing agency. Their participants typically are relatively independent and have few diagnosed medical problems. They are served in centers that usually do not provide rehabilitative care. The focus is on social interactions and activities. Services they receive include case management, nutrition, education, professional counseling, and transportation to and from the center. Revenues come heavily from government sources, particularly Medicaid (1976, p. 422).

### Factors Expected to Increase the Need for Employer-Sponsored Day Care

Over the past century, a great deal of attention has been focused on the importance of child care for working parents. Only in recent years, however, has American society become more aware of the connections between working women, dual-career families, and the aging population. Increasingly, women working outside the home are assigned not double duty but triple duty. They must be wage earners, child carers, and carers of the elderly (Fernandez, 1990, p. 10).



In the early 1980s the Select Committee on Children, Youth and Families predicted that the following three factors would increase the need for employer-sponsored day care services during the next decade: an increase in the number of young children and elderly adults; changes in family composition, and trends in employment (1983, p. 3).

Between 1980 and 1990 there was rapid growth in the numbers of young children and elderly individuals - especially elders over age 80. During this decade, the number of children under the age of six increased by almost 3.4 million (Select Committee on Children, Youth and Families, 1983). During the same period the total elderly population those (over age 65) grew by 6.3 million, with the old-elderly population those (over 85) accounting for roughly 2.3 million of that increase (Morrison, 1990, p. 399).

In the present decade, it is predicted that the continued increase of women in the labor force will have a substantial impact on the need for employer-sponsored day care. During the 1980 and 1990s, the greatest changes in the female labor force were occurring among women who needed day care for both their children, and their older parents (Larue and Bayly, 1992, p. 129). Today, many adult daughters are simultaneously caring for their young children and older parents. Typically, middle-aged women are trying to help with a child's college education while they also give a frail parent the help he or she needs. Hence, to support these employee, it is important for companies to examine their child and elder day care options.

#### Employer-Sponsored Child Care

The term employer-sponsored child care describes a broad range of programs, including those that help employees learn about, locate, and pay for care, as well as those providing direct care for children. Some programs have been established to serve employees only; others serve both employees and community families. Some employers cover all or most of the programs' cost, while others give small amounts of money and services to supplement revenues derived mostly from parents' fees and public or private funding arrangements (Burud et al., 1984, pp. 7-8).

Employer interest in child care began during the Civil War, when manufacturers of ammunition and uniforms needed female employees. Hospitals and other enterprises offered on-site day care centers during World War I and received government assistance for child care during World War II (Hewlett,

Ilchman, and Sweeney, 1986, p. 169). Industry's interest in child care remained dormant until the late 1960s, when company interest in child care reflected the trend toward corporate social responsibility.

Despite all of the demographic changes suggesting an increasing need or demand for employer-sponsored day care, and despite the debates over child care legislation in Congress, and some well publicized corporate efforts, assisting employees with child care problems has not become a high priority for Corporate America (Fernandez, 1990). Nonetheless, some employers have responded to the dependent care needs of working parents. As reported by the U.S. Department of Health and Human services, growing numbers of employers were acknowledging their employees' child care needs during the 1970s and early 1980s the number of companies providing not only employer-sponsored child care but other child care options grew from 100 in 1978 to nearly 600 in 1983 (Fernandez, 1990, p. 95). American Management Association (AMA) research on 204 such companies indicated that service industries such as banking, finance, insurance, and health care were the industries most actively involved (Select Committee on Children, Youth and Families, 1984a, p. 125).

During the 1970s and early 1980s companies that responded to their workers' child care needs found that helping employees obtain quality child care benefits the employer as well as the employee. Some of the benefits reported by employers were reduction in both turnover and absenteeism, improved recruitment, public relations and morale, reduced taxes, easier scheduling, more equal employment opportunity and quality products of service (Burud, Aschbacher, and McCroskey, 1984, p. 7).

Today, many employees are aware of this concept, and it can be expected that they will exert increasing pressure on their employers for such services. More flexible program alternatives can reduce complexity of providing care service and make it easier to adapt programs to suit a wider range of situations (Prato, 2000, pp. 24-25).

### Existing Employer-Sponsored Child Care Options

The most direct solution to the child care problem is high quality, affordable child care centers at or near the work site. In the late 1980s, more than one quarter of the companies with child care options in



place had actual child care centers (Fernandez, 1990, p. 94). According to a study on employer-sponsored child care centers, in 1983 there were 25 corporate child care centers in the United States. This number had almost doubled by 1987, the year the National Employer-Support Child Care Study was completed (Fernandez, 1990, p. 94).

The company-owned, on-site model is a facility located at or near the work site. This facility maybe operated as a division or subsidiary of the parent company, or as an independent nonprofit corporation. Financial support may include start-up costs, operating expenses, and tuition subsidy. The employer may hire professional staff or subcontract with a child care management firm (Select Committee on Children, Youth and Families, 1984b p. 134).

Although each on-site center is necessarily unique, a study of 15 industrial child care centers and 30 educational centers came up with the following criteria for a successful on-site child care center.

1. Commitment from a major corporation or other sponsor (such as a foundation), including long-range financial support;
2. Qualified, trained and adequately paid staff members;
3. Realistic expectations about profit-making potential and effects on employees;
4. Realistic expectations about enrollment, for only 5% - 10% of families who indicated interest are actually likely to enroll, and
5. A comprehensive program, including education and attention to health (Adolf and Rose, 1985, pp. 37-38).

A pioneer in the area of child care, the Stride Rite Corporation in 1971 implemented one of the first employer-sponsored on-site day care centers in the United States. Located in Boston, Massachusetts, the center catered to the children in the community, as well as to the children of employees. The great need for child care and a growing public interest in elder care encouraged Stride Rite to establish in 1990, the first employer-sponsored on-site intergenerational day care center, serving both young children and older adults.

Other child care options are available to employers. The Select Committee on Children, Youth and Families (1984b ) identified seven other types of corporate involvement in child care. The Committee described these options as follows.

The Off-Site, Consortium Model. In this model, a group of employers share the costs and risks of establishing a child care center. The companies provide seed money and may offer administrative assistance. The employer may underwrite the center's operating costs and may partially subsidize the tuition.

The Vendor Program. This program involves employer purchase of a number of enrollment spaces or slots in child care centers or homes, and the subsequent resale of these spaces to employees at a reduced price.

The Voucher Program. The voucher system provides a voucher or coupon to the employee worth a specified amount, toward the purchase of child care from any provider.

Salary Reduction. Under this plan, employees' salaries are decreased by the amount of their child care expenses, not to exceed the income of the lower-earning spouse. The employer pays the child care provider, and the employee reduces taxable income.

Information and Referral Services. Information and referral assist families in locating quality child care. They refer employees to pre-screened caregivers who match the family's requirements. In addition to referral, some of the services offered are: information on selecting caregivers, educational programs for working parents, and tax information. An employer may contribute to, or join a consortium of companies that jointly underwrite administrative cost, or may develop an in-house capability.

Sick Child Care. Some employers allow parents "leave" days to care for sick children. Other companies allow a certain number of "personal leave days," to be used as the employee sees fit. Still other companies have supported projects that provide short-term home health care for the sick children of working parents.

Sensitive Personnel Policies. Many employers have implemented personnel policies that are sensitive and responsive to the needs of working parents. Alternative working schedules such as flextime or job pairing are frequently used. Employee assistance programs are offered, which include counseling and support for workers who experience family problems. Other policies include extension of sick leave to cover serious illness of a child, and more extensive maternity or paternity leave policies. Finally, some

businesses have adopted a cafeteria plan, which allows employees to choose those benefits which best meet their needs; child care is an optional benefit (pp. 134-135).

As employers are finding it advantageous to help with solutions, they are discovering in child care a new management tool. Once they have identified a need for child care among their employees, they are assessing their possible roles and available resources to select a program. Employer-sponsored child care is a concept that addresses the needs of three diverse groups--the corporation, the family, and the society as a whole--and it can bring benefits to each.

### Employer-Sponsored Elder Care

"Day care" no longer refers only to child care; it now includes caring for senior citizens as well (Fernandez, 1990, p. 119). Elder care, traditionally considered a family responsibility, is slowly becoming a corporate concern (Scharlach, Lowe, and Schneider, 1991, p. 27). Forward-thinking corporate decision makers are beginning to respond to three significant trends. One is the confluence of social and demographic changes that have dramatically increased the number of employees affected by caregiving. The second is the failure of the public sector to adequately respond to the need for programs and services to ease the strain on caregivers. The third trend is the increasing evidence and recognition that providing or assisting elder care can directly affect corporate earnings through its impact on employees' job performance, reduction of time lost from work, and ability to stay on the job (Rice and Feldman, 1983, pp. 392-393).

Only recently have corporations directed attention to their employee's family responsibility to provide care for an impaired parent or other elderly family member. In the mid-1980s while more than 4,000 companies were offering their employees some form of child care assistance, a much smaller number were assisting their employees with elder care (Friedman, 1986, p. 48). Yet a 1985 study by the Travelers Companies found that among their employees over the age of 30, more were taking care of elderly relatives than were caring for dependent children. As a result of these findings, the company began to take some interest in programs to assist employees with elder care responsibilities and thereby



reduce previously hidden costs associated with caregiving-related absenteeism, turnover, and reduced productivity (Friedman, 1986, p. 48).

In a 1989 study, Fortune magazine and John Hancock looked at how corporate executives were helping their employees meet their elder care responsibilities (Scharlach et al., 1991). Sixty-seven percent of executives indicated that they gave their employees personal days to handle emergencies and other elder care responsibilities. Sixty-three percent offered health benefits for other family members, 61% offered unpaid leaves of absence, and 60% allowed sick days to be used for elder care, but few companies offered benefits directly related to elder care (Fernandez, 1990).

### Existing Employer-Sponsored Elder Care Options

In the late 1980s, various program options were being offered to employees who needed to address the elder care issue. This outline by the Select Committee on Children, Youth and Families (1988) describes some of the most common types of elder care program options that companies were offering.

Resource and Referral Services. Resource and referral services provide information about child care, elder care, and independent adult and family counseling. It refers individual families to local care providers that match the family's needs.

Adult Day Health Care. Adult day health care offers a coordinated program of services in a nonresidential setting to care for the frail elderly or for adults with physical or mental disabilities. The care may include social, medical, rehabilitative, recreational, and mental health services. Corporations can participate in adult day health care directly or indirectly under various financial arrangements on-site or near-site.

Respite Care. Respite care facilities and services provide for the short-term placement of individuals in response to family emergencies or to planned absences (such as vacation, business travel, or hospitalization). They can also simply allow family caregivers to shop or do errands. Respite care can be provided to employees under a variety of financial arrangements.

Flex-time. Although employees continue to work full time in flex-time arrangements they have a choice in determining the start and end of that time. In flex-time, all employees generally work during

the "core times," in midmorning and midafternoon. Employees who choose to use flex-time must establish a regular routine and cannot arbitrarily alter the hours they work from day to day.

Vouchers. Vouchers provide employees with full or partial reimbursement for the cost of employee-selected dependent-care arrangements.

Corporate Discounts. The corporation negotiates an employee discount with a caregiving facility. Typically, a vendor lowers its fee by 10%, and the employer contributes 10% of the fees. Thus, the employees receive a 20% reduction. In some cases, the vendor offers the 20% discount directly to the employer in exchange for the purchase of a guaranteed number of slots.

Intergenerational Programs. intergenerational care in adult day care provides programming for both children and older adults. The idea is to bring together the young and the old in programs that serve the needs of both. This solution is particularly valuable to the working men and women of the "sandwich generation" who need to find care for both their children and their aging parents. Employers can develop intergenerational programs under a variety of legal and financial arrangements, such as company-owned and run, owned and operated by an independent contractor, cooperative ownership by employees, or owned and operated by a separate nonprofit (pp. 60-61).

As noted above, in 1990, Stride Rite Corporation headquartered in Cambridge, Massachusetts, was the first United States corporation to establish an employer-sponsored on-site intergenerational day care center. Housed in same building as the corporate headquarters, the center was opened to young children and elderly relatives of Stride Rite employees and community families.

#### Research: Children's Attitudes Toward the Elderly and Aging

With the growth of the aged population, research has been directed toward examining society's attitudes toward the aging, both general attitudes and those held by particular groups. Basically, the literature indicates that negative attitudes toward the elderly are common in the general population. In a 1953 study of 533 high school students, Tuckman and Lorge pioneers in research on attitudes toward the elderly, found that by the time children have reached the age of 12 or 13 they have negative attitudes about aging. Later research also appears to support the Tuckman and Lorge and findings. Kogon and Shelton



(1962) compared samples of college students and of old people on their attitudes toward the aged. Using a 20-item sentence completion instrument, they found that young people denigrated the elderly person's appearance, maintained that the elderly resent the young, and said that they would avoid direct personal contact with the elderly. In a review of research methodology and findings on perceptions of old people in over 300 research articles, McTavish (1971) concluded that stereotyped views of the elderly are prevalent and are reported in various studies. These include the views that old people are generally ill, tired, not sexually interested, mentally slower, forgetful and less able to learn new things, grouchy, withdrawn, feeling sorry for themselves, and less likely to participate in activities, except for religion. Seefeldt and Keawkungwa state that:

In contemporary American society there seems to exist a general and pervasive negative attitude toward age and the elderly. Overall, the results of studies exploring attitudes toward the old and aging support the idea that being old in the United States is perceived of as less desirable than being young (1985, p. 226).

Kit and Johnson (1988) examined a large number of studies to learn whether people's attitudes toward older individuals are more negative than are their attitudes toward young people. They found that people judge older adults most negatively on their competence and on their physical appearance. People judge older people more negatively when they do not have information about individual older adults, when they evaluate elders and youngsters together, and when the context is not work-related.

#### Formation of Children's Attitudes toward the Elderly

Klausmeier, who supports the notion that attitudes are learned, also believes that attitudes have three interrelated components: cognitive, affective, and action or behavioral.

He further suggested that attitude formation includes the child (a) being aware of and receiving stimuli, (b) responding to stimuli in ways that range from acquiring through obtaining satisfaction from the response, (c) forming values in sequential patterns from first acceptance through commitment, (d) organizing values in conceptual systems, and (e) building a philosophy of life (1974, p. 376).

Jantz, Seedfeldt, Galper, and Serock (1976a) found that during the preschool period children's attitudes stem from their interactions with parents, family, and neighbors. What happens in the home has a significant effect on children's attitudes. When children enter school, however, the environment broadens to include the teacher. Once in school, children are exposed to still other models. Research shows that children identify with and imitate, the models presented in the instructional materials of the schoolbooks, films, slides, and pictures. They found that, many studies report that a child's attitudes develop early in life and remain thereafter as stable enduring elements. They maintain that it has been demonstrated that a child's attitudes will have a powerful influence on its life and will predispose the individual to act and react in a consistent way, favorably or unfavorably toward persons, objects, situations, or ideas.

Ward (1997) suggested that although the evidence regarding the extent to which children share negative stereotypes and attitudes about older people is ambiguous, children clearly recognize age and general differences at an early age and become more sophisticated about these differences as they develop. Research developed by Page, Olivas, and Diver (1981) supported these earlier findings about children's attitudes toward the elderly. They found that the growing and developing child is an excellent example of environmental influences on attitudes. Children's attitudes evolve from value systems established early by their families, and are modified by their interaction with people, by the influence of institutions, and by information from the media.

#### Preschool Children's Attitudes Toward the Elderly

Before 1968, research on attitudes toward the elderly did not involve children. The classic study by Hickey, Hickey, and Kalish (1968) launched the exploration of children's attitudes toward old people. In their study, the researchers concluded that the findings of the research have been mixed, but they seem to confirm that children as young as 4 years old have developed attitudes toward the elderly, and that some of these attitudes fall into negative stereotypes. In another study, Treybig (1974) concurred, adding that younger children ages (3, 4, and 5 -year-old) also held negative views toward the elderly. These children stated concerns about the physical appearance of the elderly and about growing old themselves.

Jantz et al., (1977) in their study about children's attitudes toward the elderly, explored the components of children's attitudes. These components included children's knowledge about age, the interaction and behaviors they display toward older persons, and their feelings about aging and the elderly. This study found that the use of pictures during interviews was an effective technique for learning about children's knowledge about age, their affective feelings, and their projected behaviors. They found that children between the ages of 3 and 11 assigned positive characteristics such as rich, friendly, and wonderful to old people, but at the same time classified the old as sick, tired, and ugly. The researchers concluded that the 180 children in their study had had limited contact with the elderly. Perhaps because of this limited exposure the children did not perceive being old as positive. The children also viewed their own aging as negative. The interview technique used in the study by Jantz et al., (1977) was chosen for use in one component of this present study.

Page et al., (1981) assessed the attitudes of children attending a university campus, nursery school through grade six. The results of this study suggested that among the children interviewed, attitudes toward the elderly were generally negative and in keeping with the stereotypical attitudes of the general population. These children expressed a reluctance to get old and described the elderly by using negative physical characteristics such as wrinkles, gray hair, and false teeth.

Isaac and Bearison (1986) used specific individuals, both older and younger, with whom children interacted in a carefully defined task. They observed behaviors such as how close children voluntarily sat to an adult, how often they initiated eye contact with the adults, and the initiation and content of the child's speech to the adult during an assigned task. They found that prejudice could be seen in the children's behavior and that it develops early.

In their study of the attitudes of 3-, 4-, and 5-year-olds toward the elderly and aging, Seefeldt, Wagner, Jantz, and Galper concluded that:

At no other age are attitudes toward age and the elderly expressed so openly and so negatively as with 3- and 4-year-olds. Even though they say they love their grandparents, and seem to have positive affect for some old people, preschoolers say they prefer to be with younger people rather than with older people. They believe that old people are sick, ugly, and bad; and deny that they themselves will grow old. Furthermore, like the 3- and 4-year-olds, 5-year-olds are very negative about their own aging and about the elderly. They seem concerned that they will not be the same



person if they grow old. They assign adjectives such as of sick, ugly, bad, and rich to older people and are appalled by the physical signs of aging. They see hair loss, wrinkles, and the changes in mobility, vision, and hearing, as detrimental and even fear these changes. They prefer to be with younger rather than older people because they can do more fun things with younger people (1990, pp. 8-13).

### Attitude Research Within Intergenerational Programs

Intergenerational programs and much of the research on these programs have been based on the assumption that the attitudes of children and youth toward the elderly and aging can be changed through increased contact with the elderly and through discussion, and knowledge. The literature has identified several attempts to modify attitudes through many types of increased interaction between young children and older people. Sheehan (1978) investigated the frequency and type of contact that 4- and 5-year-olds have had with elderly persons. He also examined the relationship between this contact and the children's ability to identify elderly persons. He reported that 4- and 5-year-olds with the greatest amount of contact with an elderly person within the family, when shown pictures, were more accurately able to identify the oldest man.

Kuehne (1989) observed an intergenerational program in an adult day care center, where 4- and 5-year-olds came each week for an hour of organized activities with the older adults. She categorized the observed interactions as both positive and negative, but found that the majority of interactions were positive. The most frequent interactions were giving affection, complimenting, and playing.

In another study, Lambert, Dellmann-Jenkins, and Fruit (1991) described a 9-month intergenerational program that was designed to foster social behavior between 3- and 4-year-old children and the elderly through repeated contact with a broad spectrum of the older adult population. They wanted to know how participation in an intergenerational program affected the social behaviors of sharing, cooperation, and helping. The results of their research indicated that the children who participated in the program showed an increase in their willingness to share with an older adult, compared with a group of children who did not participate.

Rosenberg (1993) also designed and studied an intergenerational program. The program provided elders at a long-term care facility and young children at the on-site day care center with the opportunity to interact with one another. The research findings indicated that the program was beneficial

to the young children and the elders, and that the children demonstrated positive attitude changes toward the elders.

### Summary

This chapter not only traces the historical roots of child and elder day care in the United States but also identifies employer-sponsored child and elder care options and reviews the research on children's attitudes toward the elderly and aging.

One option for quality child and elder care that is beneficial to working men and women who are trying to care for both their children and their aging parents is employer-sponsored intergenerational child and elder day care. Such programs are designed to bring together young children and older adults in ways that serve the needs of both.

The literature that has examined the attitudes of young children toward the elderly and their own aging presents mixed findings. However, many studies seem to confirm that children as young as 4-years-old have developed negative attitudes and that some of these attitudes fall into negative stereotypes. In keeping with the stereotypical attitudes of the general population, the children described the elderly in terms of negative physical characteristics such as wrinkles, gray hair and false teeth. Many expressed a wish never to grow old.

The review of the literature also sites several studies on the attitudes of children, who participate in intergenerational programs. These programs have assumed that children's and youth's attitudes about the elderly and aging can change. Basically the literature has identified several programs that have attempted to modify children's attitudes toward the elderly. The most successful programs modified attitudes through many types of increased interactions between young children and older adults. The on-site intergenerational day care program at Stride Rite, shared these assumptions. Through planned social interactions between the preschoolers and the elderly they believed that the 4- and 5-year-olds would develop positive attitudes toward the elderly and toward their own aging.



## CHAPTER III

### METHODOLOGY

This study is both qualitative and quantitative in design. This chapter describes the framework of the study and how it was conducted. The purpose of the study was to assess the positive and negative attitudes of twenty preschoolers (ten 4-year-olds and ten 5-year-olds) at The Stride Rite Intergenerational Day Care Center, toward the elderly at the center and toward their own aging and to determine whether there were any observable differences between the participating 4-year-olds and 5-year-olds with regard to these attitudes. The content of this chapter is presented in five major sections: Background Information, The Setting, The Participants, Data Collection Instruments and Procedure, and Data Analysis.

#### Background Information

The researcher's interest in young children's attitudes toward the elderly and the aging process motivated her to make contact with the director of the Stride Rite Intergenerational Day Care Center in Cambridge, Massachusetts. The researcher was invited in January 1995 to observe an intergenerational activity between the young children and elders at the center. This initial visit was arranged by the child care specialist. During March and April of 1995, the researcher made several more visits to the center, and during her last visit in April she expressed an interest in using it as a research site. At the request of the director, the researcher spoke at a staff meeting to staff members from the child care and elder care programs regarding a possible research project on young children's attitudes toward the elderly and aging. Permission was granted. Beginning in June 1995, the researcher became a participant-observer at the center. It was understood that the research findings would be made available to all interested parties.

#### The Setting

Since the early 1970s, Stride Rite Corporation, which manufactures and markets footwear for children and adults, has had a long history of interest in dependent care. The company currently offers an 8-week paid maternity leave, plus up to 18 weeks of unpaid family leave. In 1971, Stride Rite opened a

day care center for the children of its employees and of nonemployee community families. This center, known as The Boston Children's Center, became the first on-site, employer-sponsored children's day care center in the United States.

The idea for Stride Rite's first child care efforts originated with Arnold Hiatt. As Chief Executive Officer, he effected dramatic change in the company's charitable activities. Mr. Hiatt believed that it was important to assume a more active role in the community in which the company was located. In January 1983, a second child care center was opened at a company facility in Cambridge, Massachusetts. The Boston and Cambridge centers were incorporated as a nonprofit organization.

In the early 1980s, with the child care programs well established, Mr. Hiatt began to seek additional ways to use Stride Rite's; charitable funds and activities to help the community. One idea was to see what the company could do to help the elderly in the community. Mr. Hiatt's concern about elder care was in part his response to a 1986 Wall Street Journal article that discussed the concerns of families faced with both child care and elder care responsibilities. Arnold Hiatt passed the article on to the directors of the Work/Family and Day Care units at the Cambridge site. It was at this time that the company was also considering a new site for the day care center and began working on a plan to move the Cambridge Children's Center into the same building that housed the corporate offices. Knowing that the company would be designing a new childrens' center, the directors and their planning team used this opportunity to introduce elder care into the relocation plan.

The search for on-site elder day care models began in 1986. When Stride Rite and its collaborators, Somerville-Cambridge Elder Services, a nonprofit community agency that provides assistance to the elderly, and Wheelock College, a Boston-based school that specializes in child care and family studies, surveyed Stride Rite employees to determine the level of their need for elder care. They found that 25% of the employees had some sort of elder care responsibilities and that 13% expected to assume caregiving responsibilities within the next 5 years. In addition to surveying their employees, the planners read widely and visited several intergenerational sites. However, because the team could not find a model for the type of intergenerational center they had in mind, they decided to create their own model.

After four years of planning and hard work, in February 1990 The Stride Rite Intergenerational Day Care Center opened. Housed in the same building with the corporate offices, the center was designed to accommodate 55 children between the ages of 18 months and 6 years and 25 elders who were 65 years of age or older in the same facility (see Appendix A). The center was open to the children and elderly relatives of Stride Rite employees, but as an expression of Stride Rite's commitment to the community, approximately half of all openings were for low-income children and elders from the adjacent Somerville and Cambridge communities.

The elderly adults who wished to enroll at the center were carefully screened. Because this program followed the social day care model, the elders had to be in relatively good health--frail enough to require some sort of help, but not so frail as to require nursing home care, and strong enough to participate in social activities. Elders could come to the center as often as 4 days a week or as seldom as once a week.

Only 2 elders enrolled when the center opened, but by the fall of 1990, elder enrollment had increased to 11, one of whom was related to a Stride Rite employee. Despite the low enrollment, Mr. Hiatt viewed the elder care program as a success. He felt that the program provided a service that benefited both the employees and the community.

The intergenerational center was operated year-round, 10 hours each day, offering both a child care and an elder care program under the supervision of one director. The director, three program administrators, six teachers, and two elder care activities coordinators worked together to maintain an environment that promoted not only meaningful social interaction but intellectual growth and development.

It was estimated that the operating cost for each child would be approximately \$6,000 per year. Parent fees for Stride Rite employees were based on the employee's gross income. Children from the community who were members of low-income families received subsidies from the Massachusetts Department of Social Services. If additional space was available, other young children from the Somerville and Cambridge communities were accepted, and those parents paid the full cost for care.



The estimated operating costs for elder care were \$7,000 a year for each elder. Elders from the community who were not able to pay the full cost received subsidies from the state or nonprofit organizations. About half the total budget for the entire center and its programs was subsidized by funds from Stride Rite's charitable foundation.

Between 1993 and 1994, many changes occurred at the center. Several of the original teachers left and the intergenerational coordinator's position was eliminated. This cutback left no one to train new staff or to plan and schedule intergenerational activities. Since classroom teachers were finding it difficult to plan appropriate activities for the young children and the elders, the newly hired child care specialist informally assumed some of the responsibility. With no one directly responsible for coordinating intergenerational activities, planned interactions between the children and the elders occurred less often than they had during the first two years of the center's operation. The research for this study was conducted between June and August of 1995, in the context of these organizational changes.

When the researcher began to collect data at the Stride Rite Intergenerational Day Care Center in June 1995, 45 young children were enrolled in the child care program and 12 elders were enrolled in the elder care program. The 45 children were grouped according to age: 8 infants (6 to 12 months), 8 toddlers (12 to 24 months), 15 "mixed-age" toddlers and preschoolers (2.9 to 4-years), and 14 preschoolers (5 to 6-years). Of the 45 children, (ten 4-year-olds and ten 5-year-olds) served as the subjects for this study. For this study, the researcher assessed the positive and negative attitudes of twenty 4- and 5-year-olds who had been at the center for the entire 1994 to 1995 year.

Of the 12 elders, 7 were women and 5 were men. The range in age was 55 to 80-years-old. The elders were encouraged to participate in planned intergenerational activities with all of the children in the day care program.

Each group of children had a specified day each week during which they were to engage in social activities with the elders. However, this planned weekly activity between the 4- and 5-year-olds and the elders did not always occur. Under the summer schedule, field trips and visits to the playground often took the children away from the building during the time scheduled for intergenerational activities. When a planned activity did occur, it usually involved movement in the form of a game or a group dance. Line



dancing was a popular way to get everyone moving. With a child or an elder as the leader, others lined-up behind, placing their hands around the waist or on the shoulders of the person in front of them. They marched around the room to the beat of lively music. To help the 4- and 5-year-olds become better acquainted with the elders, a "Name Game" was often played. An elder or child would begin the game by calling out someone's name, after which everyone would sing that person's name to a familiar tune. This would continue until everyone's name had been sung.

On a few separate occasions, one or two elders visited the classroom and worked with an individual child or a small group on a shared project. A late afternoon activity in the "Floating Museum" provided another opportunity for social interaction between the 4- and 5-year-olds and the elders. Here a small group of preschoolers and elders engaged in a formal but playful project. During the months of July and August the children and elders were learning about Italian culture and language. To create an authentic experience, the Museum was set up like an Italian restaurant and grocery store. Role playing allowed the children and elders to engage in authentic experiences as they participated in mutually enjoyable educational activities while in the Museum. Other formal activities designed by the child care specialist included arts and crafts, celebrating holidays and birthdays, singing, cooking, and eating. Cuddling and one-to-one conversations also occurred between some children and elders.

September usually marked the start of a new program year at the center. However, the September 1995 opening was marked by drastic changes. Under the direction of a new chief executive officer, Stride Rite made plans to relocate its headquarters, including the day care center, to Lexington, Massachusetts, a suburb about 15 miles from Cambridge and Somerville. This plan had several effects on the center's program operations. As the 5- and 6-year-olds were entering elementary school and moving on to new educational experiences, no new 5- or 6-year-olds were enrolled at the Cambridge day care center for the 1995-1996 school year. However, those 4-year-olds at the center who were in need of care and whose parent was a Stride Rite employee, were allowed to return. In September of 1995, in addition to the 4-year-olds, only infants and toddlers of Stride Rite employees were enrolled at the day care center. This new enrollment policy reflected the expressed child care needs of the employees. In November 1995,

when the day care center was moved to Lexington, Massachusetts, no community children were enrolled at the center.

The elder care program at the Cambridge center was also being eliminated. By October 1, 1995, the 12 elders who had been in the program during the previous year had been placed in appropriate day care settings within the community. With the commitment to continue intergenerational programming at the Lexington site, several options were being explored. One option was to bring in a more active group of elders from the surrounding communities who could serve as care providers to the infants, toddlers and preschoolers.

Staff changes also occurred during the course of the study. Between September and November of 1995, the following positions were eliminated: business manager, child care specialist, and elder care activities coordinator (two positions). There were also position changes within the child care staff. The teachers of the 5- and 6-year-olds were assigned to provide care for a younger group of children or were laid off. In November 1995, The Stride Rite Intergenerational Day Care Center in Cambridge closed. The move to Lexington took place as expected.

### The Participants

Four groups participated in this study: the 4- and 5-year-olds who served as the subjects, their parents, the elders, and the care providers. In the group of care providers, there were three subgroups: the two teachers, an elder activity coordinator, and the four administrators.

#### Subjects: The 4- and 5-Year-Olds

In June 1995, a letter of introduction (see Appendix B) and a parent and child consent form (see Appendix C) were mailed to the parents of each of the twenty-four 4- and 5-year-olds participating in the program. Twenty-two consent forms were signed and returned, but because two of these preschoolers had not been in the program for the entire 1994-1995 school year they were not eligible to participate. Twenty were eligible for the study--ten 4-year-olds and ten 5-year-olds. Of the 4-year-olds, three were Black, six were White, and one was Asian. Of the 5-year-olds, four were Black, five were White, and one

was Hispanic. Four of the 4-year-olds lived in an urban area and six lived in a suburban area. Of the 5-year-olds, three lived in an urban area and seven lived in a suburban area. The average length of attendance at the center for the 4-year-olds was 1.5 years and 2.5 years for the 5-year-olds. All of this information about the children was obtained from The Parent Survey Questionnaire or during teacher interviews. It is summarized in Chart 1.

### The Parents

Twenty parents participated in the study. All of these parents returned a signed parent and child consent form and a completed Parent Survey Questionnaire. All of the parents were female. Among the twenty parents, ten were the parents of the 4-year-olds, and ten were parents of the 5-year-olds. Among the parents of the 4-year-olds, three were Black, six were White and one was Asian. Among the parents of the 5-year-olds, four were Black, five were White and one was Hispanic. Five parents of the 4-year-olds, as well as two parents of the 5-year-olds, worked for Stride Rite. None of the parents had an elderly relative that attended the Elder Care Program. All of the information about the parents was obtained from The Parent Survey Questionnaire. It is summarized in Chart 2.

### An Elder

One elder was formally interviewed. He was White, 75 years old, and had been attending the center for 1 year. All of the information about the elder was obtained from a formal, structured interview. It is summarized in Chart 3.

### The Care Providers

The Teachers. Two teachers participated. Both were white females. The average age was 25, and on average, they had worked at Stride Rite for 3 years. One of the teachers worked with the 4-year-olds and the other worked with the 5-year-olds.

An Elder Activity Coordinator. One elder activity coordinator participated. He was white, 35 years old, and had worked for Stride Rite for 3 years. He has also worked in the Child Care Program.



The Administrators. Four administrators participated; all were white and female. Their average age was 40. On average, they had worked at Stride Rite for 4 years.

All of the information about the care providers was obtained from formal structured interviews. It is summarized in Chart 4.

#### Data Collection Instruments and Procedures

To assess the 4- and 5-year-olds' positive and negative attitudes toward the elderly and toward their own aging, multiple methods were used to gather data: participant observation, formal and informal interviews, The Parent Survey Questionnaire, and an attitude assessment instrument, The Children's Attitudes Toward The Elderly (The CATE). Multiple methods were used in order to increase the validity and reliability of this case study by triangulating the data.

#### Qualitative Data Collection Instruments and Procedures

The following methods were used to collect qualitative data. The use of the methods for this study, are described below.

##### Participant-Observer

The researcher adopted the stance of participant-observer as a means to gather data. To avoid becoming emotionally involved in the group and thereby losing objectivity, the researcher remained a relatively passive participant-observer. The researcher was at the site 4 days per week for 12 weeks, from June through August 1995. In addition, during the months of September and October 1995, the researcher visited the site once a month.

##### Informal Interviews

Interviews were also conducted informally, particularly among the elders. The researcher found that the elders had good and bad days, and that this affected their willingness to participate in the study. Eight elders responded when asked to describe the children's attitudes toward the elders in the program.



**Chart 1. Demographic Information: The 4- and 5-Year-Olds**

	The 4-Year-Olds	The 5-Year-Olds
<b>Number of Subjects</b>	10	10
<b>Gender</b>		
<u>Male</u>	6	7
<u>Female</u>	4	3
<b>Ethnicity</b>		
<u>Black</u>	3	4
<u>White</u>	6	5
<u>Hispanic</u>	0	1
<u>Asian</u>	1	0
<b>Residence</b>		
<u>Urban</u>	4	3
<u>Suburban</u>	6	7
<b>Average Years at Center</b>	1.5	2.5

**Note:** This information was obtained from The Parent Survey Questionnaire - Section 1 (see Appendix N).

**Chart 2. Demographic Information: The Parents**

	The Parents of the 4-Year-Olds	The Parents of the 5-Year-Olds
<b>Number of Participants</b>	10	10
<b>Gender</b>		
<u>Male</u>	0	0
<u>Female</u>	10	10
<b>Ethnicity</b>		
<u>Black</u>	3	4
<u>White</u>	6	5
<u>Hispanic</u>	0	1
<u>Asian</u>	1	0
<b>Stride Rite Employee</b>		
<u>Yes</u>	5	2
<u>No</u>	5	8
<b>Has an elderly relative that attends elder-care program</b>		
<u>Yes</u>	0	0
<u>No</u>	10	10

**Note:** This information was obtained from The Parent Survey Questionnaire - Section 1 (see Appendix N).

Chart 3. Demographic Information: An Elder

	An Elder
Number of Participants	1
Gender	
Male	1
Female	0
Ethnicity	
Black	0
White	1
Hispanic	0
Asian	0
Average age	76
Average year(s) at Center	1

Note: This information was obtained from a formal structured interview. (see Appendix M)

Chart 4. Demographic Information: The Care Providers

	The Teachers	An Elder Activity Coordinator	The Administrators
Number of Participants	2	1	4
Gender			
Male	0	1	0
Female	2	0	4
Ethnicity			
Black	0	0	0
White	2	1	4
Hispanic	0	0	0
Asian	0	0	0
Average age	25	35	40
Average years at Center	3.0	3.0	4.0

Note: This information was obtained from formal structured interviews. (see Appendix M)

Six responses were used; two of the responses to the question were excluded because they did not address the question. Since no tape recorder was used, notes were recorded in a journal during each encounter.

### Formal Structured Interviews

Formal structured interviews were conducted with the following individuals: the program director, the business manager, the elder care specialist, the child care specialist, two teachers from the child care program, an elder activity coordinator, and an elder (see Results of Qualitative Data: Chapter IV).

During the first week of June 1995, each care provider and the twelve elders received (a) a cover letter that reminded them of the purpose of the study (see Appendix D), (b) a consent which explained the research and assured the respondent that the confidentiality of their information would be protected (see Appendix E), and (c) a copy of the appropriate interview guide. To establish a date and time for the interview, each participant was asked to complete the bottom section of the cover letter and return it to the researcher. To make sure that the same information was obtained from the all respondents, carefully worded open-ended interview guides were designed. Each interview thus followed the same sequence of questioning. Following this format made it easier to find common patterns or themes that had emerged at different points.

The first four interview guides were designed for the center's administrators--the director, business manager, child care specialist and elder care specialist. The interview guides developed for these respondents are found in (see Appendices F, G, H, and I), respectively. The fifth guide was designed for the teachers (see Appendix J). The sixth guide was designed for the elder activity coordinator (see Appendix K), and the seventh interview guide was designed for an elder (see Appendix L). Each interview lasted between 60 and 90 minutes. Interview responses are found in (Appendix M).

Before the interview was conducted, the signed consent form was collected and any questions or concerns of the participant were addressed. All formal structured interviews were conducted on-site, in a quiet environment. Each interview was audio-taped. The questions allowed the respondents to share their knowledge about the center and their feelings about the intergenerational day care program. It also

provided an opportunity for each respondent to describe, in his or her own words, critical incidents or memorable interactions between the 4- and 5-year-olds and the elders that they felt were a demonstration of the children's attitudes toward the elderly at the center.

### Quantitative Data Collection Instruments and Procedures

To increase the validity of this study, quantitative data was also collected, by means of The Parent Survey Questionnaire and The Children's Attitudes Toward the Elderly (The CATE), an assessment instrument designed to assess children's positive and negative attitudes toward the elderly and toward their own aging.

#### The Parent Survey Questionnaire

In July 1995, the researcher hand-delivered The Parent Survey Questionnaire to each of the 20 parents who had signed the Parent and Child Consent Form and agreed to participate in the study (see Appendix N). After a few weeks with no returns, the researcher telephoned each parent, and requested that they complete the survey and return it as soon as possible. By the end of August 1995, all of survey questionnaires had been completed and returned. In completing the questionnaire, the parents provided demographic information and, based on their perception, they also provided a description of their child's feelings toward the elders at the center. Thus, the questionnaire provided both quantitative and qualitative data.

#### The Children's Attitudes Toward the Elderly (The CATE)

A assessment instrument known as The Children's Attitudes Toward the Elderly (The CATE), was also used. Developed by Jantz et al., (1976b) this instrument uses the interview technique to assess the attitudes of children between the ages of 3 and 11 toward aging and the elderly, as measured by the analysis of affective, behavioral, and cognitive components of attitudes (see Appendix O).

The CATE, consists of four subtests, three of which measure children's attitudes toward the elderly. A description of the administration of these three subtest that measure children's attitudes are as



follows: Word Association, a subtest consisting of open-ended questions, measures the affective, physical, and behavioral components of children's attitudes toward the elderly. Semantic Differential subtest consists of 10 items on a 5-point, bipolar scale, rating the two concepts, Young People and Old People. This subtest measures the evaluative dimensions of attitudes. The third subtest, Picture Series, is designed to elicit attitudinal responses. In this subtest, children are asked to respond to pictures of men at four stages of life: youngest man, second youngest man, second oldest man and oldest man.

During the last two weeks of August 1995, The CATE was administered individually to each of the 20 participating preschoolers. However, before the test was administered, a copy of it was given to their teachers to ensure that the language of the verbal instructions used in the test was compatible with that used at the center. The teachers determined that the language was compatible, and testing began. The entire test was administered in the Floating Museum, a quiet, pleasant setting located in the children's wing of the day care center. It took about 15 minutes to complete. It was administered orally in individual sessions to each of the 4- and 5-year-olds. The administration of each of the three subtests used is described below.

The three subtests were always administered in the same order to each subject. The first subtest, Word Association, was administered after establishing rapport with the subject. Each interview was audio-taped to preserve the subject's responses. Tabulations were made on the answer sheet by recording the categories into which the responses fell, and the number of positive and negative responses given in each category as they were offered. The subject was allowed 30 seconds in which to give an oral response. If no response was forthcoming within 30 seconds, the researcher moved on to the next question. No prompting was given.

Semantic Differential subtest was also administered orally by the researcher. Each subject was asked to rate first the concepts of "old" and then "young." Two separate forms were used, rotating the concept sequence and the order of the scales. The polarity of the scale was also rotated, so that half were in one direction and half in the other. During the procedure the subjects were asked to rate old people as good or bad. When the subject selected one or the other, he or she was then asked to indicate the degree of intensity of response. For example, if the subject responded "Old people are good", the researcher

inquired, "Are they very good, good, or a little good?" This process of refining the answer allowed the researcher to rate the response on a 5-point-scale. The same procedure was used for each of the 10-bipolar scales with reference to "old" people, after which the subject was asked to rate the concept of "young" people on the same scale.

The third and final subtest, Picture Series, was administered individually as well. Verbal instructions were given and the researcher recorded the subject's responses. The response list provided the possible alternative response categories for each question. Using a recording form designed for this subtest, the researcher checked the appropriate box. Space was also provided for the recording of the subject's responses. All responses were audio-taped to ensure a proper assignment of coding category for each response and to facilitate movement from one question to another. Transition from one subtest to another were introduced by a general statement such as "Now I will show you some pictures and ask you some questions about them."

### Data Analysis

The data analysis required that all qualitative data be transcribed into a workable form. The collected data included formal and informal interviews. All interviews were tape recorded, and all informal interviews were recorded in a journal. Once the data was transcribed, it was coded and grouped according to themes. Each theme was then retold as a narrative. Documentations, such as quotes and anecdotes, were inserted into each narrative. The findings provided anecdotal evidence that indicated the positive and negative attitudes of the 4- and 5-years-olds toward the elderly, as perceived by the elders, the care providers, and the parents.

Quantitative data was collected from The Parent Survey Questionnaire and The Children's Attitude Toward the Elderly (The CATE), assessment instrument. The Parent Survey Questionnaire generated both qualitative and quantitative data. The responses from the qualitative data were transcribed and then coded according to themes. For each item of The Parent Survey Questionnaire the frequency of response was obtained. These findings as perceived by the parents, provided additional evidence.

The quantitative data from The CATE was scored, coded, and analyzed using various statistical techniques. For the Word Association subtest, the absolute frequency of responses for each item, as well as the relative frequency (percentage) of the total sample responding to each item of this subtest were obtained. For the Semantic Differential subtest, the means and standard deviations for item scores on concepts "old" people and "young" people for the total sample by age were determined. The means and standard deviation of the paired items were then obtained, and the T statistic was used to analyze the differences in the way the 4-year-olds and the 5-year-olds rated the concepts "old" people and "young" people. In the Picture Series subtest, mean ages estimates, standard deviation, and minimum and maximum ages for each of the pictures of men at four stages of life were obtained from the data resulting from the subjects' response when they were asked to estimate the age of each of the men in the pictures. The three research questions were answered using the findings from the interview responses, The Children's Attitudes Toward the Elderly (The CATE), and The Parent Survey Questionnaire. The results of the qualitative and quantitative data are reported in detail in Chapter IV.



## CHAPTER IV

### PRESENTATION OF DATA RESULTS

The purpose of this case study was to assess the positive and negative attitudes of twenty preschoolers, (ten 4-year-olds and ten 5-year-olds), at The Stride Rite Intergenerational Day Care Center, toward the elderly and toward their own aging, and to identify any, attitude differences between the two groups of children. This chapter presents both the qualitative and the quantitative results of the study. The data was collected between June and August of 1995. The qualitative data came from formal and informal interviews and field notes. Three themes were identified in each of these sources of the qualitative data, and these themes serve as the framework for describing the attitudes of the twenty subjects toward the elderly, as perceived by the elders, the care providers, and the parents.

The Children's Attitudes Toward the Elderly (The CATE), assessment instrument and The Parent Survey Questionnaire were used to collect the quantitative data. The researcher hand delivered The Parent Survey Questionnaire to the twenty participating parents in July of 1995. The CATE, was orally administered individually to each of the twenty subjects in August of 1995.

#### Results of the Qualitative Data

This section presents the results of the qualitative data, which was collected through formal interviews with 7 care providers and 1 elder, informal interviews with 6 elders and, the parent responses to an open-ended question in The Parent Survey Questionnaire.

The researcher gathered data pertaining to the 4- and 5-year-olds' positive and negative attitudes toward the elderly and toward their own aging. During formal and informal interviews, participants were asked to describe critical incidents or memorable interactions between their child and the elders, that they felt was a demonstration of their child's attitudes toward the elders at the center. The parents were asked to provide a written response to this statement in The Parent Survey Questionnaire.

The responses from the qualitative data reflect the 4- and 5-year-olds attitudes toward the elderly, as perceived by the elders, parents, and care provider, during the 1994-1995 school year. Three themes



were identified: Elders as Friends and Comforters, Four and Five-Year-Olds as Helpers to the Elders, and Fears of the Four and Five-Year-Olds. These themes were used in the organization, analysis, and presentation of the qualitative data. Each of the themes is discussed below. Fictitious names have been used to ensure the confidentiality of the respondents data.

### The Elders' Perceptions of the 4- and 5-Year-Olds Attitudes Toward the Elderly

Stride Rite's Intergenerational Day Care Program was designed to meet the physical, social and intellectual needs of each group through planned supervised activities. One goal at the center was to engage the 4- and 5-year-olds and the elders in meaningful social activities that encouraged friendships. The preschoolers and elders came together for activities including arts and craft, birthday and holiday celebrations, games, singing, dancing, cooking, eating, reading and field trips. The following responses reflect the positive attitudes of the 4- and 5-year-old subjects, toward the elderly, as perceived by the elders in the program.

#### Theme: Elders as Friends and Comforters

Joan, an elderly female said, "The feelings of an intergenerational community continue to grow stronger as elders and children see each other more often. The more time we spend together, the more comfortable the children seem to be." Zora, a second female elder said, "The children are so active. Being around them helps me feel better about myself. They seem so happy when we do things together." Jack, an elderly male said, "It certainly is heart warming to witness a young child running over to one of us gentlemen and spontaneously plant a kiss on the cheek." At the end of an activity with a 5-year-old, Irene another elderly female said, "While involved in a group project, a 5-year-old moved close to me and shyly said, "Can you be my buddy?" I said, "Of course I can be your buddy." As the child put her hand on my shoulder, she said, "I'm glad you're my buddy." "

Fran, an elder who enjoyed interacting with the 4-year-olds shared this anecdote:

During an intergenerational activity, a 4-year-old boy and I were working on a page of a book that the group was making, I gently rubbed the young child on his back. Then I placed him on

my lap. Immediately, the child who was drawing a face said, "A nose and a eye." I said, "Yes it has a face." I love to listen to the little ones when they talk.

After a classroom visit in the children's wing, Vinnie, an elderly male shared the following experience:

When we visit the older children in their classrooms, what we do with them is pretty spontaneous. We often play games, read a story or sing songs with them. Sometimes they sing to us. It's nothing elaborate, but it starts the circulation. These visits are nice because the children call us by our first names and we feel very comfortable down there. I think the intergenerational facet is important.

Melvin, another elder said, "I have always felt free to walk down to the children's wing.

Sometimes just to sit and watch the children at play. The children seem to enjoy us as much as we enjoy them."

#### The Care Providers' Perceptions of the 4- and 5-Year-Olds Attitudes Toward the Elderly

During the 1994-1995 school year, the 4-year-olds and the 5-year-olds each had a separately planned, group activity with the elders, one morning a week. When they were with the elders, their attitudes toward them varied, as demonstrated through their behavior. For most of the 4- and 5-year-olds, the degree of friendliness shown by the elders often set the tone. Most of the children seemed to gravitate toward those elders who offered engagement during activity time. Even nonmobile elders who demonstrated friendliness through smiles or kind words, or who called the 4- and 5-year-olds by their names, were able to elicit very positive behavior from the young children. The following responses reflect the positive and negative attitudes of the 4- and 5-year-old subjects, toward the elderly and toward their own aging, as perceived by the care providers.

#### Theme: Elders as Friends and Comforters

Small group activities in the Floating Museum, or an occasional visit by a child to the elder's wing, provided opportunities for more intimate interactions between the 4- and 5-year-olds and the elders.

MaryLou, one of the teachers of the 5-year-olds said, "Paul is wonderful with the elders. He really blooms with the one-to-one attention he gets from them. When he cannot sleep during nap time, he goes to the elders' wing." Having watched the interactions between two female elders and three

5-year-olds in the Floating Museum, Rachel, an administrator said, "The children, but especially the 5-year-olds, really enjoy the museum time with the elders. They have begun to use this space to discover and learn about one another, as they explore human diversity through multicultural activities."

MaryLou, who was sitting at the breakfast table with a few of her 5-year-old students, and two elders adds, "One has to smile when you take a step back and listen to the exciting conversations taking place between these children and the elders, as they spend time with each other during breakfast."

Having observed a parent-child interaction, Sue, an administrator shares this anecdote:

One of the 5-year-olds had been telling his mom about his friend. One morning, when the mother dropped him off at the center, she said, "I want to meet your friend." She walked her son to his classroom and asked him, "Can you show me your friend?" The boy said, "Mom, my friend is in the elders' program!"

Sue continued with the following:

This told the true story of how this child feels about this elder, because he never needed to mention that his friend was a man or an elder; he only saw this elder as his friend. The mom assumed that because John was her son's friend, that he had to be a little boy. I think this example speaks to what I want our vision to accomplish. That is, that John was a person, who was a friend!

Linda, another administrator who has daily interactions with the 4- and 5-year-olds and the elders at the center states:

I think the attitudes of many of the 4-year-olds are positive, because, I think that even if you are not raised with your grandparents, if you are fortunate enough to be in this program, then there are nothing but positive feelings from the staff and elders toward the children. I think this helps the 4-year-olds and the 5-year-olds to have a positive attitude toward the elderly and about themselves.

While the children were interacting with an elder, Rachel, the administrator, shares this observation:

We have an elder here whom the children really enjoy being around. This elder is active and mobile. She is very friendly and often hugs the children. When she can remember their names, she greets them as they enter the room. The children really respond in a positive way and it is really good to see that!

Also, Donna another administrator, after observing the interactions between the 4-year-olds and a male elder, shares the following anecdote to indicate some of the children's attitudes toward this elder:



Jim, an elder who participated in the program, took ill and was in the hospital. As a result of his illness, he had not been at the center for several weeks. When he returned, several of the children ran to him and gave him hugs. One child in the group shouted, "Jim you're back."

Donna concludes by saying, "The elderly people became real people in the children's lives.

While Jim was away, these particular children never mentioned him. However, when he returned, it was clear that the children had not forgotten about him, and they showed him how glad they were to see him."

#### Theme: Four and Five-Year-Olds as Helpers to the Elders

Mary Lou, a teacher of the 5-year-olds recalls the following interaction. She states, "During a morning walk the elders, some of the 5-year-olds were excited about pushing an elder in a wheelchair.

They were having fun, but, I also saw them being very helpful."

Sue an administrator, who is also a parent to one of the 5-year-olds in the child care program, watched as her daughter helped an elder. Here is her observation:

One morning, after my daughter and I entered the building where the day care center is located, my daughter noticed Ruth in the lobby and ran ahead to greet her. Ruth was an elder who was at the beginning stage of Alzheimer's Disease. She was aware of her memory loss. Ruth sometimes felt frustrated and experienced confusion. She would verbalize her feelings, "I can't stand it. I can't remember." When my daughter reached Ruth, she took her by the hand and they walked to the elevator. When the elevator arrived, we rode it to the fourth floor. When the door opened my daughter and Ruth walked hand-in-hand into the center. When I spoke to my daughter later that day about this experience, she said, "I'm glad that I helped Ruth today, and that she got here safe."

#### Theme: Fears of the Four and Five-Year-Olds

There were times when some elders at the center were passive and withdrawn, showing little or no interest in the 4- and 5-year-olds. At such times, the children often, did not attempt to communicate or interact with these elders in a positive way. However, if accompanied by a teacher, the children sometimes moved toward an uninviting elder. Maurice, an elder activity coordinator, was interested in the children feelings toward the elders at the center. He assessed the 5-year-olds attitudes toward the elderly. This was done through an informal interview. During the interview he asked, "How do you feel about the elders?" In reply, many of the 5-year-olds expressed negative feelings toward the



elderly and their own aging. They said things like, "You get old and you die!" "You can't do stuff because you can't walk." "The elders need a lot of help." And, "I want to stay young forever."

In retrospect, Maurice shares the following:

The kids' feelings toward the elderly and aging are being formed through contact with a narrow group of older people. Certainly, in the elders' program there are some elders who can take care of themselves. They are capable, very caring, and engaging, but there are also some that are not. Some elders struggle with ambulation or show signs of confusion and disorientation. It's hard to tell what the kids are getting.

MaryLou, the teacher of the 5-year-olds states, "I think that many of the children are afraid of the elders. I know that when I first came to Stride Rite and had to interact with the elders, I was afraid of getting attached to them. I had just lost my grandfather and I was still feeling sad about that. Many of the children have talked about being afraid of getting old, because they feel that when they are old, they will die!"

Carla, a teacher of the 4-year-olds expresses the following concerns regarding the less active elders at the day care center:

I think that in some ways the children who are at the center do not have a realistic view of the elders. I think they see most often the "sick elder". And, I understand that the reason why the elders are here is because they can't be at home alone. But the children are not getting a total representation or an accurate range of the elders' abilities. There are a lot of elders that do fine. I think that the children respond much more easily to a more active elder, and, I know that all the elders in the past who have been a significant part of the program were active, able to walk around, and were very much involved with the kids. I see the fear the kids have in their not being able to understand the elders who cannot walk properly and may who need a wheelchair. For example, during our field trip to the zoo, one of the elders whom the kids had seen walking got tired and needed to be pushed in the wheelchair. When the kids saw the elder in the wheelchair, one of the 4-year-olds asked, "Why is she in the wheelchair? She was just walking. Is she sick? Why?" And this scared him.

#### The Parents' Perceptions of the 4- and 5-Year-Olds Attitudes Toward the Elderly

Most of the parents of the 4- and 5-year-olds were pleased with the center's broadened scope. They were pleased that their children had a chance to regularly interact with elderly adults from the elder care program. They believed that these interactions were both stimulating and socially engaging. While some of the parents indicated that their child enjoyed being with the elders and showed an interest in them, other parents reported on their child's fears of the elders. The following responses

reflect the positive and negative attitudes of the 4-year-old and the 5-year-old subjects, toward the elderly at The Stride Rite Intergenerational Day Care Center, as perceived by their parents.

#### Theme: Elders as Friends and Comforters

Linda, the parent of a 5-year-old said, " My son likes being with the elders. He is very active and sometimes has difficulty settling down. He often goes to the elders' wing during naptime, so that an elder can read him a story. He enjoys the one-to-one attention. He has told me that during his visit with the elders, they make him feel very special." Pam, a second parent of a 5-year-old said, "My daughter has been in the program for several years. There are a couple of elders that she is close too. She always greets these elders by name. There is always a happy exchange of hellos and hugs."

#### Theme: Four and Five-Year-Olds as Helpers to the Elders

Some of the parents of the 4- and-5-year-olds also indicate that their child showed an interest in helping the elders. Karen, a parent of a 5-year-old said, "My daughter enjoys being with the elders at Stride Rite and often talks about them. She has told me that Mary, who is an elder, is her best friend. They help each other all the time." Monica, another parent of a 5-year-old states, "My son is sensitive to the needs of the elders. He sees that old people often need help, so he is also very helpful." Brenda, a parent of a 4-year-old said, "My son is kind and respectful when he is with the elders. He'll often go out of his way to greet them and help them."

#### Theme: Fears of the Four and Five-Year-Olds

Not all of the 4- and-5-year-olds felt comfortable while with the elders. Judy, a parent of a 5-year-old, indicates that her daughter did not enjoy being with the elders. She states, "My daughter is still timid around the elders. She still does not voluntarily interact with them during activity time." Maria another parent of a 5-year-old said, "My son tells me very little about the elders at the center. However, I do know that he is not very comfortable interacting with the elders who look really old. He

told me that he is afraid of them." Kim, a third parent of a 5-year-old indicates that even though her son enjoyed being with the elders, he was often worried about the elders dying. She shares this concern:

My son had a lot of trouble getting along with people before he came to Stride Rite. And although he still has some difficulty, he enjoys the elders very much. He was quite upset when one of the elders died. His three grandparents are in their 70s, and my son is fond of them. He worries about his grandparents dying too.

Sharon, a parent of a 4-year-old, also indicates that her daughter is worried about the elders at the center dying. She feels that her daughter's attitudes toward the elderly are being shaped by her contact with elders who appear to be frail and somewhat inactive. Sharon expresses the following concern:

The interactions that my daughter has had with the elders at Stride Rite have caused her to become very concerned about the elders dying. She knows that they are old and need a lot of care. She worries that the elders at the center may not be with us long. This makes her feel very sad!

Betty, another parent of a 4-year-old indicates that her daughter was afraid of the passive or withdrawn elders. She states, "My daughter sometimes talks about being afraid of the old people at the center, who do not talk to her when she visits them. She said, "They look scary." "

### Summary of the Qualitative Results

The three themes that have been presented bring together the qualitative data and provide anecdotal evidence of the subjects' attitudes toward the elderly, as perceived by the elders, the care providers, and the parents. The findings indicated that the 4- and 5-year-olds' attitudes toward the elderly were both positive and negative..

Some of the subjects appeared to have negative attitudes toward the elderly at the center. They expressed feelings of fear of the inactive elder, and unless encouraged by a care provider, they were more likely to avoid that elder. Further evidence indicated that these same subjects avoided interacting with these elders because they did not see them as being friendly. They not only had concerns about the elders dying, but they also expressed a fear of growing old and dying too.

But, the findings also indicated that when given the opportunity, and when the elders were active and focused, a positive rapport developed between the 4- and 5-year-olds and the elders in the program.



Five-year-olds, in particular appeared to enjoy being with the elders, as well as performing helpful tasks for them. Further findings also indicated that some of the 5-year-olds saw the elders not just as "the old people" at the center, but as their helper and friend.

From the elders' point of view, these mutual friendships grew out of the positive interactions that took place during intergenerational activities. Overall, the parents indicated that they were pleased with the center's broadened scope. They thought that it was good for the children to have regular contact with the elders. The care providers also indicated that they thought it was important for the 4- and 5-year-olds to have meaningful interactions with the elders. However, some care providers felt that the 4- and 5-year-olds needed to have regular social interactions with elders representing a wider range of abilities and lifestyles. They felt that it was important for them to be socially active with the elders who were physically well and independent. This they felt, would have a more positive influence on the 4- and 5-year-olds developing attitudes toward their own aging and the elders at the center.

### Results of the Quantitative Data

The quantitative data was obtained from The Children's Attitudes Toward the Elderly (The CATE), an assessment instrument, and from The Parent Survey Questionnaire. The CATE, was used to assess the positive and negative attitudes of the 4- and 5-years-olds toward the elderly and toward their own aging. It also identified any differences between the attitudes of the two age groups. The test manual contained four subtests, but only three were used in the study: Word Association, Semantic Differential, and Picture Series. The fourth subtest, is, The Child's Concept of Age. The omission of the fourth subtest will not influence the results of this study according to the test developers. The subtests that were used in this study, were always administered in the order recommended by the developers of the test.

#### Word Association

Word Association, the first subtest has four sections, each consists of open-ended questions. The subjects' responses to the questions in Sections 1- 3 measures the cognitive component of the children's attitudes toward the elderly. The questions in Section 1 are: (a) What can you tell me about old people?



(b) What old people do you know? (c) Can you give me another name for old people? In Sections 2 and 3 these questions are modified slightly to differentiate attitudes toward the elderly in general from attitudes toward elderly people within the family and outside the family. Section 4 measures the affective and behavioral components of the children's attitudes toward their own aging. To elicit responses related to the affective components, the subject was asked, "How do you feel about getting old?" To elicit responses related to the behavioral component, the subject was asked, "What do you do with that person?"

- Section 1-1: *What can you tell me about old people?*

The responses to this question are scored as belonging to one of three categories: (a) Affective responses refer to feelings about old people that were expressed by comments such as "They're nice," or "They're mean"; (b) Physical responses pertain to physical attributes or personal appearances such as "They have wrinkles," or "They have gray hair" and (c) Behavioral responses which describe characteristics based upon life styles of older people. Typical responses might be, "Old people have money" or "Old people die." The results measured the subjects' overall knowledge and feelings in each of the categories. Results were obtained by subtracting the number of negative responses from the number of positive responses. The total sample consisted of ten 4-year-olds and ten 5-year-olds.

For the Affective category, of the total sample, 9 (or 90.0%) of the 4-year-olds and 9 (or 90.0%) of the 5-year-olds gave no response. Thus 90.0% of the sample did not express knowledge or feelings about old people in affective terms. The remaining 10.0% of the total sample, one 4-year-old and one 5-year-old, had a score of -1. This indicates that the negative responses outweighed the positive responses (see Table 1).

For the Physical category, of the total sample, 8 (or 80.0%) of the 4-year-olds and 5 (or 50.0%) of the 5-year-olds gave no response in this category. However, of those who did respond, 2 (or 20.0%) of the 4-year-olds and 5 (or 50.0%) of the 5-year-olds had scores ranging from -3 to -1. The result was that no positive responses were reported. These results therefore clearly indicate that from the sample who did offer responses, in both the 4-year-olds and the 5-year olds, there were only negative comments and remarks pertaining to the personal appearance of old people (see Table 2).

**WORD ASSOCIATION - SECTION 1**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Word Association - Section 1-1: What can you tell me about old people?

**Table 1.** Knowledge about elderly people: Affective category

Frequencies of score ranges for total sample

SCORE RANGE	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
No response	9	90.0%	9	90.0%
-1	1	10.0%	1	10.0%
Total	10	100.0%	10	100.0%

Word Association - Section 1-2: What can you tell me about old people?

**Table 2.** Knowledge about elderly people: Physical category

Frequencies of score ranges for total sample

SCORE RANGE	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
No response	8	80.0%	5	50.0%
-1	1	10.0%	2	20.0%
-2	1	10.0%	2	20.0%
-3	0	0.0%	1	10.0%
Total	10	100.0%	10	100.0%

For the Behavioral category, of the total sample, scores in this category ranged from - 3 to + 2. Six (or 60.0%) of the 4-year-olds and 5 (or 50.0%) of the 5-year-olds, gave no responses that can be scored for this category. But, of those subjects who did respond, 2 (or 20.0%) of the 4-year-olds, and 0 (or 0.0%) of the 5-year-olds gave positive responses. Among the 4-year-olds, 2 (or 20.0%), versus 5 (or 50.0%) of the 5-year-olds gave negative responses. These results indicate that of those subjects who responses can be applied to this category, it appears that their feelings toward the elderly are less than positive (see Table 3).

- Section 2 A-1: *What old people do you know in the family?*

Section 2 A-1 measures the children's cognitive knowledge about elders within their family. If the subjects could name at least one elder within their own family, the response was recorded as a "Yes." If the subject could not name an elder within their family, the response was recorded as a "No."

Of the total sample, 3 (or 30.0%) of the 4-year-olds and 2 (or 20.0%) of the 5-year-olds could not name any old people within their family. However, old people within the family structure were known to 7 (or 70.0%) of the 4-year-olds and 8 (or 80.0%) of the 5-year-olds. No significant differences were found between the 4-years-old and 5-year-olds on whether they knew old people inside the family ( $\chi^2 = .267$ ,  $p = .606$ ). These results are summarized in (Table 4).

- Section 2A-2: *What old people do you know outside the family?*

Section 2A-2 measures the children's cognitive knowledge about elders outside the family. If the subject could name at least one elder outside their own family, the response was recorded as a "Yes." If the subject could not name an elder outside their family, the response was recorded as a "No." Of the total sample, 5 (or 50.0%) of the 4-year-olds and 7 (or 70.0%) of the 5-year-olds could not name an old people outside their family. However, old people outside the family were known to 5 (or 50.0%) of the 4-year-olds and 3 (or 30.0%) of the 5-year-olds. No significant differences were found between 4- and 5-year-olds in this category ( $\chi^2 = .833$ ,  $p = .361$ ). These results are summarized (see Table 5).

- Section 2B-1: *What do you do with that person?*

The responses to this question expressed the behavioral component of subjects' interactions with the old persons whom they knew. To score the responses, the activities that the subjects engaged

**WORD ASSOCIATION - SECTIONS 1 & 2**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Word Association - Section 1-3: What can you tell me about old people?

**Table 3.** Knowledge about elderly people: Behavioral category

Frequency of score ranges for total sample

SCORE RANGE	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
No response	6	60.0%	5	50.0%
+2	1	10.0%	0	0.0%
+1	1	10.0%	0	0.0%
-1	2	20.0%	4	40.0%
-3	0	0.0%	1	10.0%
Total	10	100.0%	10	100.0%

Word Association - Section 2A-1: What old people do you know in the family?

**Table 4.** Knowledge of elderly person within the family structure

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	7	70.0%	8	80.0%
No	3	30.0%	2	20.0%
Total	10	100.0%	10	100.0%

Word Association - Section 2A-2: What old people do you know outside the family?

**Table 5.** Knowledge of elderly person outside the family structure

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	5	50.0%	3	30.0%
No	5	50.0%	7	70.0%
Total	10	100.0%	10	100.0%



in with old people were divided into three categories: (a) With-active, (b) With-passive, and (c) For, or "Helping." With-active responses indicate active participation between the subject and the older person, such as going places and doing things with each other. With-passive responses refer to a quiet activity between the subject and an older person, such as talking, reading, or watching television. For, or "Helping," responses portray either the subject or the older person doing something for the other person. For example, the older person might be seen as "cooking for me," or the younger person might "help" the older person with housework. The scores represent the subjects' responses in all three categories.

Of the total sample, seventeen responded to this question, (7) 4-year-olds and (10) 5-year-olds. Of the total responses, the results in the With-active category for the 4-year-olds and the 5-year-olds were, 85.7% and 70.0% respectively (see Table 6). The results in the With-passive category were 57.1% and 20.0%, respectively (see Table 7). And, in the responses from the For, or "Helping," category the results were 14.3% and 50.0%, respectively (see Table 8). When the active and passive responses are combined, the results indicated that the 4-year-olds were more involved in those types of activities with the old person than the 5-year-olds. Results from the For, or "Helping," category indicated that 5-year-olds engaged in more helping activities with the older person than did the 4-year-olds

- Section 3: *Can you give me another name for old people?*

The responses to this question determine the extent to which the subjects could demonstrate their understanding of old people by providing alternative words or phrases for the term "old people." "Old people" responses were scored "Yes" or "No." A "Yes" score was given to responses such as "elderly" or "senior citizen." A "No" score was given to responses such as "aunt" and "grandma". Of the total sample, 10 (or 100.0%) of the 4-year-olds and 8 (or 80.0%) of the 5-year-olds could not provide an alternative name for old people as required for this assessment. However, 2 (or 20.0%) of the 5-year-olds were able to provide an alternative name. No significant differences were found between the 4-year-olds and the 5-year-olds with respect to whether that could give another name for old people

( $\chi^2 = 2.222$ ,  $p = .136$ ) (see Table 9).

- Section 4: *How do you feel about getting old?*

The responses to this question were used to analyze the subjects' feelings about growing old.

**WORD ASSOCIATION - SECTIONS 2**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Word Association - Section 2B-1: What do you do with that person?

**Table 6.** Elder/child interactions: With-active category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
With-active	85.7%	70.0%

Word Association - Section 2B-2: What do you do with that person?

**Table 7.** Elder/child interactions: With-passive category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
With-passive	57.1%	20.0%

Word Association - Section 2B-3: What do you do with that person?

**Table 8.** Elder/child interactions: For or "Helping" category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
For or "Helping"	14.3%	50.0%

\* Subjects were able to respond in all three categories (With-active, With-passive, For or "Helping.")

To analyze this image of future-self, the responses were divided into three categories: (a) Positive, (b) Neutral, or (c) Negative. A positive response indicates that the subject may look forward to getting old. A neutral response indicates that the subject feels okay about getting old. A negative response such as "I'm going to stay young" indicates an aversion to getting old. Of the total sample, 1 (or 10.0%) of the 4-year-olds and 6 (or 60.0%) of the 5-year-olds expressed positive feelings about getting old. Whereas, 2 (or 20.0%) of the 4-year-olds and 2 (or 20.0%) of the 5-year-olds reported neutral feelings. However, 7 (or 70.0%) of the 4-year-olds and 2 (or 20.0%) of the 5-year-olds reported negative feelings. It appears that more of the 4-year-olds than the 5-year-olds reported negative feeling about getting old. But an equal amount of the 4-year-olds and 5-year-olds reported that they felt okay about getting old. However, there was a significant association between age and how the subjects felt about getting old. The 5-year-olds felt more positive than the 4-year-olds about getting old ( $\chi^2 = 8.000$ ,  $p = .018$ ). These results are summarized in (Table 10).

#### Semantic Differential

The second subtest, Semantic Differential, consists of 10 items that measure the difference in the subjects' ratings of two concepts, "Young People" and "Old People" on a 5-point, bipolar scale. Further analysis of the data shows how specific responses to these concepts were associated with age. (Table 11) presents the summed scores and item scores on "Young People" and "Old People" for the total sample, by age. The total sample saw young people as being more positive than old people. Four-year-olds, on the average, were significantly more positive about young people than they were about old people, as compared to the 5-year-olds, who felt on average the same about young and old people. Specifically, the 4-year-olds felt that old people were less likable and appealing.

#### Picture Series

Picture series was the third and final subtest used in the study. It consists of three sections. Each section contains an open-ended question. Photocopies of drawings that represent four men at four



**WORD ASSOCIATION - SECTIONS 3 & 4**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Word Association - Section 3: Can you give me another name for old people?

**Table 9.** Knowledge about elderly people

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	0	0.0%	2	20.0%
No	10	100.0%	8	80.0%
Total	10	100.0%	10	100.0%

Word Association - Section 4: How do you feel about getting old?

**Table 10.** Feelings about getting old

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Positive	1	10.0%	6	60.0%
Neutral	2	20.0%	2	20.0%
Negative	7	70.0%	2	20.0%
Total	10	100.0%	10	100.0%

**SEMANTIC DIFFERENTIAL**  
(N=20)  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

**Table 11.** Means and standard deviations for summed score and item scores  
on concepts young people and old people

Scores reflect total sample, and by age

Item	Level	Mean	SD	Mean	SD
Summed Score	Total Sample	36.20***	11.42	32.00***	12
	Age 4	32.90*	11.76	25.10*	8.48
	Age 5	39.5	10.63	38.9	11.24
Good/Bad	Total Sample	4	1.62	3.75	1.74
	Age 4	4.20*	1.32	2.60*	1.84
	Age 5	3.8	1.93	4.9	0.32
Clean/Dirty	Total Sample	4.15	1.31	4	1.34
	Age 4	4.2	1.32	3.5	1.27
	Age 5	4.1	1.37	4.5	1.27
Friendly/Unfriendly	Total Sample	3.35	1.79	2.75	1.59
	Age 4	2.8	1.81	2	1.25
	Age 5	3.9	1.66	3.5	1.58
Happy/Sad	Total Sample	3.3	1.78	3.1	1.77
	Age 4	2.8	1.81	2.3	1.57
	Age 5	3.8	1.69	3.9	1.66
Helpful/Harmful	Total Sample	3.25	1.68	2.85	1.9
	Age 4	2.7	1.89	1.9	1.37
	Age 5	3.8	1.32	3.8	1.93
Rich/Poor	Total Sample	3.3	1.72	2.45	1.73
	Age 4	2.4	1.58	1.8	1.32
	Age 5	4.2	1.4	3.1	1.91
Healthy/Sick	Total Sample	3.9	1.62	3.45	1.61
	Age 4	3.2	1.69	3.1	1.52
	Age 5	4.6	1.26	3.8	1.69
Pretty/Ugly	Total Sample	3.8	1.58	3.7	1.78
	Age 4	3.5	1.51	2.8	1.81
	Age 5	4.1	1.66	4.6	1.26
Wonderful/Terrible	Total Sample	3.1	1.59	2.4	1.7
	Age 4	2.90*	1.79	1.50*	0.85
	Age 5	3.3	1.42	3.3	1.89
Right/Wrong	Total Sample	4.05	1.47	3.55	1.64
	Age 4	4.2	1.32	3.6	1.35
	Age 5	3.9	1.66	3.5	1.96

\*  $p \leq .05$ , \*\*\*  $\leq .001$

different stages of life were used to elicit the subjects' cognitive, affective, and behavioral responses to the physical aspect of aging. The drawings depict full-face portraits of four Caucasian males. Gender, race, dress, and facial expression are held constant so that the subjects' responses to the pictorial representation of the four life stages would be based on the single variable of age. The four pictured life stages are labeled as follows: youngest man, second youngest man, second oldest man and oldest man.

- Section 1A-1: *Which person do you think is the oldest?*

The responses to this question were used to answer two questions: (a) Were the subjects able to identify the oldest of the four men of various ages? (b) On what basis do they make such an identification? To score the responses, the subjects were shown the four photocopied pictures and were asked to identify the oldest man. A "Yes" score was given if the subject chose correctly. A "No" score was given if any but the oldest man was chosen.

Of the total sample, 7 (or 70.0%) of the 4-year-olds, and 2 (or 20.0%) of the 5-year-olds were not able to identify the oldest man. Whereas, 3 (or 30.0%) of the 4-year-olds, and 8 (or 80.0%) of the 5-year-olds were able to identify the oldest of the four men. There appears to be a significant association between the age of the subjects and his ability to identify the picture of the oldest man. Considerably more 5-year olds than 4-year-olds were able to identify the picture of the oldest man ( $\chi^2 = 5.051$ ,  $p = .025$ ) (see Table 12).

- Section 1A-2: *Why do you think this person is the oldest?*

The responses to the question, *Why?* were scored as either (a) Evaluative or (b) Physical-descriptive. An Evaluative response refers to opinion or judgment, such as "He's nice." or, "He's mean." A Physical-descriptive response relates to observable physical features, such as "He has gray hair." or, "He has wrinkles".

The results of the responses are summarized in (Table 13). Of the total sample, zero (or 0.0%) of the 4-year-olds and zero (or 0.0%) of the 5-year-olds gave an Evaluative responds. Whereas 10 (or 100.0%) of the 4-year-olds as well as 10 (or 100.0%) of the 5-year-olds, gave responses that were scored as Physical-descriptive. All of the subjects' responses to this question, indicate that they looked at each picture, and used the physical appearance of the men to help them decide which one was the oldest.

- Section 1B: *How will you feel when you are that old?*

The responses to this question were used to assess how the subjects thought they would feel about being old themselves. After being shown the picture of the oldest man, the responses were scored as either (a) Positive, (b) Neutral, or (c) Negative. A positive response indicates good feelings. A neutral response indicates "okay" feelings and a negative response indicate indicates bad feeling about being as old as the oldest man.

The results of the responses are summarized in (Table 14). Of the total sample, 2 (or 20.0%) of the 4-year-olds and 1 (or 10.0%) of the 5-year-olds gave a positive response. Whereas, 4 (or 40.0%) of both the 4-year-olds and 5-year-olds gave a neutral response. But, 4 (or 40.0%) of the 4-year-olds and 5 or (50.0%) of the 5-year-olds gave a negative response. Hence, there was no significant association between the subjects' age and how they felt about getting old ( $\chi^2 = .444$ ,  $p = .801$ ).

- Section 1C-1: *What things would you help this person do?*

The responses to this question were used to analyze the subject's helping behavior toward the "old person." To score helping behavior responses, they were coded according to three categories: (a) affective, (b) behavioral-stereotype, and (c) behavior-unique. Affective responses are those showing feelings or emotions, such as, "I would be nice to the older person". Behavioral-stereotype responses are those that imply that the older person needs a lot of help because of his age, such as "I would take care of him." Behavior-unique responses are those that depict helping the older person in unique or nonstereotypical ways. For example, the subject might help an elder carry his groceries. The scores represent the subjects' responses to all three categories.

Of the twenty subjects, nineteen responded to the question-- (ten 4-year-olds and nine 5-year-olds.) The one subject who did not respond to the question said that he would not do anything for the old person because the man did not look as if he was a nice person. Of the nineteen responses, zero (or 0.0%) of the 4-year-olds' and 33.3% of the 5-year-olds' responses were in the affective category (see Table 15). Whereas, 50.0% the responses from the 4-year-olds and 77.8% of the responses from the 5-year-olds were in the behavioral-stereotype category (see Table 16). The remaining 10.0% of the 4-year-olds' responses were reported in behavior-unique category. None of the 5-year-olds' responses were in the behavior-unique



**PICTURE SERIES - SECTION 1**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Picture Series - Section 1A-1: Which do you think is the oldest?

**Table 12.** Ability to identify the oldest of four men

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	3	30.0%	8	80.0%
No	7	70.0%	2	20.0%
Total	10	100.0%	10	100.0%

Picture Series - Section 1A-2: Why do you think this person is the oldest?

**Table 13.** Bases of identification

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Evaluative	0	0.0%	0	0.0%
Physical-descriptive	10	100.0%	10	100.0%
Total	10	100.0%	10	100.0%

Picture Series - Section 1B: How will you feel when you are that old?

**Table 14.** Feelings about being old

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Positive	2	20.0%	1	10.0%
Neutral	4	40.0%	4	40.0%
Negative	4	40.0%	5	50.0%
Total	10	100.0%	10	100.0%

category (see Table 17). These multiple responses which represent scores from the three categories, indicate that both the 4-year-olds and the 5-year-olds may have felt that just because the person was old, he needed a lot of help.

- Section 1D-1: *What things could he help you do?*

The responses from this question were used to analyze the helping behaviors that the subjects thought the "old person" would be able to demonstrate during their interactions. To score the responses, the helping behaviors were divided into two categories: (a) Affective, and (b) Behavioral-stereotype. Affective responses indicate good feelings toward the "old person". While, Behavioral-stereotype responses imply that the "old person" is perceived as needing a great amount of help because of his age. The scores represent the subjects' responses in both categories. Results from the responses were as follows: Thirteen subjects, five 4-year-olds and eight 5-year-olds responded to this question. Of the thirteen responses from the 4- and 5-year-olds, the results in the Affective category were, 0.0% and 25.0% respectively (see Table 18). The results in (Table 19) show that 75.0% of the responses for both the 4-year-olds and the 5-year-olds were in the Behavioral-stereotype category. Once again, the multiple responses given by the subjects', indicate that the perception of both groups may be that old people need a lot of help, just because they are old.

- Section 2A: *Can you put these pictures in order from the youngest to the oldest?*

This question were used to ascertain how well the subjects understood the concept of relative age and to determine whether the 4- and 5-year-olds were able to order pictures representing the four men at different stages of life--youngest man, second youngest man, second oldest man and oldest man. Results were scored using a "Yes" score for placing the pictures in the correct order and a "No score for ordering them incorrectly. When tested to see if the subjects could actually arrange the pictures from the youngest to the oldest man, of the total sample, 7 (or 70.0%) of the 4-year-olds and 2 (or 20.0%) of the 5-year-olds were not able to put the pictures in the correct order. However, 3 (or 30.0%) of the 4-year-olds and 8 (or 80.0%) of the 5-year-olds were able to put the pictures in the correct order. Hence, significantly more 5-year-olds than 4-year-olds were able to successfully complete this task ( $\chi^2 = 5.495$ ,  $p = .019$ ). The results are summarized in (Table 20). When (Tables 12 and 20) were

**PICTURE SERIES - SECTION 1**  
**(N=20)**  
**Ten 4-Years-Old, Ten 5-Year-Olds**

Picture Series - Section 1C-1: What things would you help this person do?

**Table 15.** Child helping elder: Affective category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
Affective	0.0%	33.3%

Picture Series - Section 1C-2: What things would you help this person do?

**Table 16.** Child helping elder: Behavior-stereotype category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
Behavioral stereotype	50.0%	77.8%

Picture Series - Section 1C-3: What things would you help this person do?

**Table 17.** Child helping elder: Behavior-unique category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
Behavioral unique	10.0%	0.0%

\*Subjects were able to respond in all three categories (Affective, Behavioral stereotype, Behavioral unique).

**PICTURE SERIES - SECTION 1 & 2**  
**(N=20)**  
**Ten 4-Years-Old, Ten 5-Year-Olds**

Picture Series - Section 1D-1: What things could he help you do?

**Table 18.** Elder helping child: Affective category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
Affective	0.0%	25.0%

Picture Series - Section 1D-2: What things could he help you do?

**Table 19.** Elder helping child: Behavior-stereotype category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
Behavioral stereotype	75.0%	75.0%

\*Subjects were able to respond in both categories (Affective, Behavioral stereotype.)

Picture Series - Section 2A: Can you put these pictures in order from youngest to oldest?

**Table 20.** Ability to correctly arrange pictures from youngest to oldest man

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	3	30.0%	8	80.0%
No	7	70.0%	2	20.0%
Total	10	100.0%	10	100.0%



compared, the results indicate that the ability of the subjects to identify the oldest man in the picture series was not significantly associated with their ability to put the pictures in order from youngest to oldest. Although the 5-year-olds showed the most success, overall, the results were similar according to age order.

- Section 2B: *How old do you think each of these men are?*

The responses to this question were used to assess the accuracy of the subjects' assignment of age to each of the four men portrayed in the pictures. The subjects were asked to assign an age to each of the pictures. Responses for any ages over 100 were excluded from the analysis. The results, presented in (Table 21) by age, are the mean age estimates, standard deviation, and minimum and maximum values for each of the pictures of the men at four stages of life. These results indicate that the subjects were limited in their ability to assign an accurate age estimate to each of the four men portrayed in the pictures. Overall, the 5-year-olds tended to overestimate ages more often the 4-year-olds, with significant differences present for pictures 2 (the 2<sup>nd</sup> Youngest man) and 4 (the Oldest man).

- Section 3A-1: *Which of these people would you prefer to be with?*

The subjects were shown the pictures of the four men in the correct order by age: the youngest man, second youngest man, second oldest man, and the oldest man. The subjects were then asked, *Which of these people would you prefer to be with?* Of the twenty responses, 9 (or 90%) of the 4-year-olds and 7 (or 70.0%) of the 5-year-olds indicated that they preferred to be with the youngest man. Zero (or 0.0%) of the 4-year-olds or the 5-year-olds preferred to be with the second-youngest man. And zero (or 0.0%) of the 4-year-olds and 1 (or 10.0%) of the 5-year-olds indicated that they preferred to be with the second oldest man. Whereas, 1 (or 10.0%) of the 4-year-olds and 2 (or 20.0%) of the 5-year-olds, indicated that they preferred to be with oldest man. These responses clearly indicate that the majority of subjects from both groups prefer to be with the youngest man (see Table 22).

- Section 3A-1: *Why would you prefer to be with him?*

After the subjects had indicated which of the four men they would prefer to be with, they were asked, *Why would you prefer to be with him?* Three types of responses were recorded for this question: Age-related, Altruistic and Evaluative. Age-related responses refer only to age. Altruistic responses

**PICTURE SERIES - SECTION 2**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Picture Series - Section 2B: How old do you think each of these men are?

**Table 21.** Assignment of age and numbers

(Record actual age)

AGE	Value	Picture 1 (Youngest)	Picture 2 (2nd Youngest)	Picture 3 (2nd Oldest)	Picture 4 (Oldest)
4	Mean	20	10*	20	20*
	Std. Deviation	32	14	29	27
	Minimum	1	2	3	3
	Maximum	78	41	78	76
5	Mean	33	44*	55	62*
	Std. Deviation	19	29	39	39
	Minimum	13	15	17	28
	Maximum	62	87	100	100

\* $p \leq .05$

indicate that the subjects had the older person's interest in mind. Evaluative responses indicate an opinion or judgment made by the subjects. Multiple responses were accepted. Of the responses from the 4- and 5-year-olds, 1 (or 10.0%) of the 4-year-olds did not respond to this question. Five or (50.0%) of the multiple responses from the 4-year-olds and 7(or 70.0%) of the responses from the 5-year-olds fell into the Age-related category, and 0 (or 0.0%) of the responses from the 4-year-olds and 1 (or 10.0%) of the responses from the 5-year-olds fell into the Altruistic category. From the multiple responses that the subjects gave, 4 (or 40.0%) of the 4-year-olds responses and 2 (or 20%) of the responses offered by the 5-year-olds fell into the Evaluative category. The results show that age-related reasons accounted for the majority of responses. Thus, these 4- and 5-year-olds chose to be with the youngest man because of his youthful look (see Table 23).

- Section 3B-1: *What kind of things could you do with that person?*

The responses to this question were used to analyze the behavioral component of the subjects' imagined interactions with the man they preferred to be with. To score the responses, the activities that the subjects imagined with the preferred man were divided into three categories: (a) With-active, (b) With-passive, and (c) "For" or "Helping". With-active responses, indicate active engagement between the subject and the older person. With-passive responses refer to quiet activity. "For" or "Helping" responses portray either the subject or the older person doing something for the other person. Multiple responses were accepted and coded.

All of the subjects responded to this question. However, only the responses of thirteen subjects, were applicable, five 4-year-olds and eight 5-year-olds. The responses that were given by the other seven subjects could not be coded in any of the three categories for this question. Of the responses from the 4-and 5-year-olds, the scores in the With-active category were 80.0% and 62.5% respectively (see Table 24). The scores in the With-passive category were 80.0% and 25.0% respectively (see Table 25). And, the scores that were coded in the "for" or "helping" category were 20.0% and 37.5% respectively (see Table 26). The results suggest, that of the multiple responses that were given, both groups more often would do active things with the person they chose to be with. But, more 4-year-olds would also do passive things. For both groups, the majority of the subjects chose to be with the youngest man.

**PICTURE SERIES - SECTION 3**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Picture Series - Section 3A-1: Which of these people would you prefer to be with?

**Table 22.** Person preferred to be with

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Youngest	9	90.0%	7	70.0%
2nd Youngest	0	0.0%	0	0.0%
2nd Oldest	0	0.0%	1	10.0%
Oldest	1	10.0%	2	20.0%
Total	10	100.0%	10	100.0%

Picture Series - Section 3A-2: Why you would prefer to be with this person?

**Table 23.** Bases of preference

Frequency count

RESPONSE	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
No response	1	10.0%	0	0.0%
Age-related	5	50.0%	7	70.0%
Altruistic	0	0.0%	1	10.0%
Evaluative	4	40.0%	2	20.0%
Total	10	100.0%	10	100.0%



## The Parent Survey Questionnaire Results

In July 1995, survey questionnaires were hand-delivered to the twenty parent participants. The purpose of the survey was to collect additional data from the parents, that would provide helpful information regarding the attitudes of the 4- and 5-year-olds toward the elderly. All of the parents returned a survey form. This unanimous response may indicate that there was both support for, and interest in the program. The questionnaire was divided in to five sections: Section 1: Demographic Information, Section 2: Child/ Elder Interactions, Section 3: Knowledge About the Elderly in the Day Care Program, Section 4: Children's Attitudes Toward the Elderly at the Center, and Section 5: Parent Feelings About Stride Rite's Intergenerational Day Care Program. Parent responses to Section 1: Demographic Information, are recorded in Chapter III, (Charts 1 and 2). In Section 4 the parent was asked to describe in writing, critical incidents or memorable interactions between their child and the elders that they felt was a demonstration of their child's attitudes toward the elderly at the center. These results are recorded and coded along with the results from the other qualitative data that was collected for this study. These results are found in the Results of the Qualitative Data on pages 46 - 48.

- Section 2A-1: *My child has a planned activities with the elders at least 1 out of 4 days while at the center*

The responses to this question were used to determine the extent to which parents were knowledgeable about the amount of time that their child was involved in a planned activity with the elders at the center. The results are as follows: Four (or 40.0%) of the parents of the 4-year-olds, and 2 (or 20.0%) of the parents of the 5-year-olds did not respond. Failure to respond to this question might indicate that these six parents did not know how often their child participated in a planned activity with the elders. However, 6 (or 60.0%) of the parents of the 4-year-olds and 8 (or 80.0%) of the parents of the 5-year olds, gave a "yes" response to this question. The results strongly indicate that all of the parents who responded to this question knew that their child had a planned activity with the elders at least once a week. None of the parents gave a "no" response (see Table 27).

**PICTURE SERIES - SECTIONS 3**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Picture Series - Section 3B-1: What kinds of things could you do with that person?

**Table 24.** Elder/child interactions: With-active category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
With-active	80.0%	62.5%

Picture Series - Section 3B-2: What kinds of things could you do with that person?

**Table 25.** Elder/child interactions: With-passive category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
With-passive	80.0%	25.0%

Picture Series - Section 3B-3: What kinds of things could you do with that person?

**Table 26.** Elder/child interactions: For or "Helping" category

*RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
For or "Helping"	20.0%	37.5%

\* Subjects were able to respond in all three categories (With-active, With-passive, For or "Helping.")

- Section 2B-1: *Are there people over 65 living in your household?*

A "yes" response to this question indicates that a child lived with an elderly person. The results show that zero (or 0.0%) of the 4-year-olds or the 5-year-olds lived with an elderly person or persons (see Table 28).

- Section 2B-2: *Does your child see his/her grandparent(s) or great grandparent(s)?*

The responses to this question tell whether or not a child sees his/her grandparent(s) or great parent(s). The results are as follows. Of the 4- and 5-year-olds, 10 (or 100%) and 9 (or 90.0%) respectively see a grandparent(s) or great grandparent. While, zero (or 0.0%) of the 4-year-olds and only 1 (or 10.0%) of the 5-year-olds do not see a grandparent(s) or great grandparent(s). Hence, the majority of the 4-year olds as well as the 5-year-olds see a grandparent(s) or great grandparent(s) (see Table 29).

- Section 2B-3: *If yes, how often does he/she see them?*

The response to this follow-up question, indicates the frequency to which the 4- and 5-year-olds see a grandparent(s) or great grandparents(s). The results are as follows: Seventy percent of the 4-year-olds and 55.5% of the 5-year-olds who see their grandparent or great grandparent see them frequently. While 30.0% of the 4-year-olds and 44.4% of the 5-year-olds who see a grandparent, see them infrequently. Thus, for the 4- year-olds and 5-year-olds who see a grand parent(s) or a grandparent parent, the majority of them see them frequently (see Table 30).

- Section 3-1: *Can your child name at least 1 elder at the center?*

The response to this question measured the child's knowledge about elders at the center. If the subject could name at least on elder at the day care center, the response was recorded as a "Yes". If the subject could not name an elder at the center, the response was recorded as a "No". Based on the responses, 4 (or 40.0%) of the 4-year-olds and 10 (or 100.0%) of the 5-year-olds could name an elder at the center, whereas, 6 (or 60.0%) of the 4-year olds could not name any of the elders at the center. Hence, significantly more 5-years-olds than 4-year-olds could give the name of at least 1 elder at the center (see Table 31).

**THE PARENT SURVEY QUESTIONNAIRE - Section: 2**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Section 2A-1: My child has planned activities with the elders at least 1 out of 4 days while at the center.

**Table 27.** Elder/child interactions at the center

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
No response	4	40.0%	2	20.0%
Yes	6	60.0%	8	80.0%
No	0	0.0%	0	0.0%
Total	10	100.0%	10	100.0%

Section 2B-1: Are there people over 65 living in your household?

**Table 28.** Elderly people living in your household

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	0	0.0%	0	0.0%
No	10	100.0%	10	100.0%
Total	10	100.0%	10	100.0%

Section 2B-2: Does your child see his/her grandparent(s) or great grandparent(s)?

**Table 29.** Child who sees a grandparent or great grandparent

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	10	100.0%	9	90.0%
No	0	0.0%	1	10.0%
Total	10	100.0%	10	100.0%



- Section 4-1: *Have you seen any changes in your child's attitude toward the elderly, that you think may be a result of his/her participating in the program?*

The response to this question, indicates the child's positive and negative attitude changes toward the elderly in the program. The results are as follows. Seven (or 70.0%) of the parents of the 4-year-olds and 8 or (80.0%) of the parents of the 5-year-olds reported a positive change; while the parents of 3 (or 30.0%) of the 4-year-olds and 2 (or 20.0%) of the 5-year-olds, reported a negative change. Based on the parents perception, these results strongly indicate that the majority of the 4-and 5-year-olds have shown positive attitude changes toward the elderly as a result of his/her participating in the program (see Table 32).

- Section 4-2: *Describe critical incidents or memorable interactions between you child and an elder, that you feel is a demonstration of his/her attitude toward them.*

These responses as reported by the parent, indicate positive and negative interactions between a child and an elder at the day care center. Seven (or 70.0%) of the parents of the 4-year-olds and 3 (or 30.0%) of the parents of the 5-year-olds did not respond. While, 1 (or 10.0%) of the parents of the 4-year-olds and 5 (or 50.0%) of the parents of the 5-year-olds who did respond, reported a positive interaction. Two (or 20.0%) of the parents of both the 4- and the 5-year-olds reported an interaction that was negative. Thus, it appears that of the parents who provided a response, more of the parents of the 5-year-olds were able to describe a positive incident or interaction between their child and an elder at the day care center (see Table 33).

- Section 5-1: *Do you think this intergenerational program is a good program?*

All of the parents of both the 4-year-olds and the 5-year-olds gave a "Yes" response to this question. These results clearly indicate that all of the parents that participated in this study, feel that the intergenerational day care program at Stride Rite, is a good program (see Table 34).

### Summary of the Quantitative Results

The following is a summary of results for The Children's Attitudes Toward the Elderly (The CATE ), and The Parent Survey Questionnaire. The findings suggest that the attitudes are mixed.

**THE PARENT SURVEY QUESTIONNAIRE - Sections: 2, 3, & 4**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Section 2B-3: If yes, how often does he/she see them?

**Table 30.** Frequency in seeing a grandparent or grand grandparent

RESPONSES	AGE	
	4-Year-Olds	5-Year-Olds
Frequently	70.0%	55.5%
Infrequently	30.0%	44.4%

Section 3-1: Can your child name at least 1 elder at the center?

**Table 31.** Knowledge about the elderly

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	4	40.0%	10	100.0%
No	6	60.0%	0	0.0%
Total	10	100.0%	10	100.0%

Section 4-1: Have you seen any changes in your child's attitude toward the elderly, that you think may be a result of his/her participating in the program?

**Table 32.** Attitude changes toward the elderly

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Positive	7	70.0%	8	80.0%
Negative	3	30.0%	2	20.0%
Total	10	100.0%	10	100.0%

**THE PARENT SURVEY QUESTIONNAIRE - Sections: 4 & 5**  
**(N=20)**  
**Ten 4-Year-Olds, Ten 5-Year-Olds**

Section 4-2: Describe critical incidents or memorable interactions between your child and an elder, that you feel is a demonstration of his/her attitude toward them.

**Table 33.** Incidents or interactions that demonstrate the child's attitude toward the elderly

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
No response	7	70.0%	3	30.0%
Positive	1	10.0%	5	50.0%
Negative	2	20.0%	2	20.0%
Total	10	100.0%	10	100.0%

Section 5-1: Do you think this intergenerational program is a good program?

**Table 34.** Parents' feelings toward the Stride Rite Intergenerational Program

Frequency count

RESPONSES	AGE			
	4-Year-Olds		5-Year-Olds	
	Absolute	Relative	Absolute	Relative
Yes	10	100.0%	10	100.0%
No	0	0.0%	0	0.0%
Total	10	100.0%	10	100.0%

Based on The CATE findings, the subjects had limited knowledge about elderly people. All of the responses in the affective and physical categories were negative. However, the responses of the 4-year-olds were more positive toward the elderly people than were the responses of the 5-year-olds in the behavioral category.

The majority of the subjects did know old people within the family structure. However, more 4-year-olds than 5-year-olds knew old people outside the family structure.

The subjects reported various levels of interactions with old people. Both the 4- and the 5-year-olds reported more involvement with the old people in active pursuits than in passive engagements. However, more 4-year-olds than 5-year-olds, reported that the interactions that they had with the old people were of a passive nature. But, more 5-year-olds than 4-year-olds reported that their interactions with the old people were of a helping nature.

The majority of subjects had limited knowledge of alternative words or phrases for old people. Only 20.0% of the 5-year-olds provided an alternative name that was acceptable.

However, the 5-year-olds felt significantly more positive than the 4-year-olds about getting old. All of subjects viewed young people as being more positively than old people. But, the 4-year-olds on the average were significantly more positive about young people than they were about old people. They felt that old people were less likable and appealing. In comparison, the 5-year-olds felt on the average the same about young and old people.

Overall, the subjects showed age-related differences in their ability to identify the picture of the oldest man. More 5-year-olds than 4-year-olds could correctly identify the oldest man. All of the subjects based their identification of the oldest man on physical characteristics.

When asked what things an older person could do for them, the majority of subjects reported significantly fewer responses in the Affective category than in the other two categories. The responses from both the 4-year-olds and the 5-year-olds was significantly greater in the Behavioral-stereotype category. The subjects thought that the older people needed a lot of help. When the subjects were tested to see if they could accurately arrange the pictures in the correct order, significantly more 5-year-olds, (80.0%), than 4-year-olds, (30.0%) had the most success in placing the pictures in the right order, from the youngest to oldest man.



When shown the pictures which represented the four men: youngest man, second youngest man, second oldest man, and oldest man; the subjects were asked to assign an accurate age estimate. All of the subjects were limited in their ability to do so. Furthermore, the 5-year-olds tended to overestimate more often than the 4-year-olds.

Ninety percent of the 4-year-olds and 70.0% of the 5-year-olds reported that they preferred to be with the youngest man presented in the four pictures. While, 10.0% of the 5-year-olds reported that they preferred to be with the second oldest man. Also, 10.0% of the 4-year-olds and 20.0% of the 5-year-olds, indicated preference for the oldest man. None of the 4-year-olds or the 5-year-olds preferred to be with the second youngest man.

The subjects used different criteria in making their selection of the person they preferred to be with. Of the 4-year-olds, 57.1% used evaluative criteria in making their selection, while the majority of 5-year-olds, 66.7% used age-related criteria in making their selection.

Overall the subjects responded differently when asked about the kinds of things they could do with the youngest person. More 4-year-olds than 5-year-olds reported that they would take part in active or passive interactions, whereas more 5-year-olds than 4-year-olds indicated that they would do something for the man they preferred to be with.

The results from The Parent Survey Questionnaire, also indicated (based on the parents' perception), that the attitudes of the 4- and 5-year-olds toward the elderly were mixed. More parents of the 5-year-old than the 4-year-olds knew how many times a week their child had a planned activity with the elders at the center. None of the subjects had a person over 65 living in the same house with him/her. But, the majority of the 4-year-olds and the 5-year-olds had a grandparent or great grandparent that they saw, with more 4-year-olds seeing their grandparents more frequently than the 5-year-olds. The findings also indicated that, 40.0% of the 4-year-olds, but significantly more of the 5-year-olds were able to give the name of at least one of the elders at the center. The majority of the parents for both the 4-year-olds and the 5-year-olds, indicated that they had seen positive changes in their child's attitudes toward the elderly, as a result of their participating in the intergenerational program. The parents of the 4- and 5-year-olds who responded to the questionnaire statement: (Describe critical incidents or memorable

interactions between your child and the elders, that you feel is a demonstration of his/her attitude toward them.); reported interactions that were both positive and negative. Of those who responded, 10.0% of the parents of the 4-year-olds and 50.0% of the parents of the 5-year-olds, reported a positive incident or interaction. However, 20.0% of the parents of both the 4-year-olds and the 5-year-olds reported a negative response. Thus, it appears that more parents of the 5-year-olds than the 4-year-olds thought the interactions that their child had with the elders at the center was a demonstration of their positive feelings towards them. All of the parents felt that the intergenerational day care program at Stride Rite was a good program.

## CHAPTER V

### SUMMARY

This chapter summarizes the research findings in four sections. The first restates the problem, the second reviews the procedures, the third discusses the findings, and the fourth section offers the conclusions and recommendations for practice and future research.

#### Restatement of the Problem

During the 1980s and 1990s, a combination of demographic, economic, and social trends in the United States has increased the need for quality day care service not only for young children but for elderly adults experiencing health problems, functional limitations, and isolation due to loneliness.

Since 1980 the continued growth in the population among both young and old has fostered the development of day care programs. During this period, the number of young children under the age of 6 increased by almost 3.4 million and while the number of people over 65 grew by 6.3 million. Among the elderly those 85 years and older have been the most rapidly growing group.

Another trend intensifying the need for quality day care is the influx of women into the labor force. In 1982 The National Long Term Care Survey indicated that 25% of these women were adult daughters who cared for both children and frail parents (Select Committee on Children, Youth, and Families, 1988).

Employers have responded to these changes in various ways. In 1990 Stride Rite Corporation, already a pioneer in employer-sponsored day care for children, responded to this need for elder care by developing the first employer-sponsored, on-site intergenerational day care center in the United States. This on-site facility houses both the child and the elder day care programs.

As the need for quality day care grows, and as more employers begin to recognize their employees' need for quality child and elder day care, it is hoped that the employer-sponsored, on-site day care center will be considered when employers are evaluating dependent care options. In this innovative intergenerational day care environment that Stride Rite developed, it was important to understand how the

preschoolers' attitudes at the center were being affected as a result of their participation in the program. The problem this study addressed was to discern the influence, if any, that the intergenerational program had on the attitudes of 4- and 5-year-olds toward the elderly and toward their own aging.

### Review of Procedures

The purpose of this case study was to assess the positive and negative attitudes of twenty preschoolers (ten 4-year-olds and ten 5-year-olds) at The Stride Rite Intergenerational Day Care Center, toward the elderly participants, and toward their own aging; and to identify, if any, attitude differences between the two age groups.

The collecting of qualitative and quantitative data for the assessment of the preschoolers' attitudes, began in June of 1995, and continued until August of 1995. During this time, formal and informal interviews were conducted. Furthermore, the written responses from The Parent Survey Questionnaire also provided helpful qualitative data for this assessment. The responses from the qualitative data, was a reflection of the 4- and 5-year-olds attitudes toward the elderly, as perceived by the care providers--the teachers, the administrators, the elder activity coordinator, the elderly participants at the center, and the parents of the 4- and 5-year-olds in this study. Three recurring patterns or themes were identified in this qualitative data: Elders as Friends and Comforters; Four and Five-year-olds as Helpers to the Elders; and Fears of the Four and Five-Year-Olds. To capture the essence of the preschoolers' attitudes, these three themes were incorporated in a narrative that was grounded and supported by shared quotes and anecdotes.

The Children's Attitudes Toward the Elderly (The CATE), an assessment tool and The Parent Survey Questionnaire provided the quantitative data. The results from the quantitative data provided further evidence of the preschoolers' attitudes toward the elderly and toward their own aging. The results from the qualitative and quantitative data helped answer the following research questions in this study.

1. How do the 4- and 5-year-olds feel about the elderly?
2. How do the 4- and 5-year-olds feel about getting old?
3. What do the 4- and 5-year-olds know about the elderly?



## Discussion

The findings of the study represented the intergenerational experiences of twenty preschoolers (ten 4-year-olds and ten 5-year-olds) at The Stride Rite Intergenerational Day Care Center. These findings support those of (Jantz et al., 1977; Page et al., 1981; Isaac and Bearison, 1986; and Seefeldt et al., 1990), all of which suggested that, children often express positive feelings toward the elderly, but also may often have negative feelings about the physical characteristics of the elderly, and about growing old themselves. Moreover, these findings also support those of (Sheehan, 1978; Kuehne, 1989; Lambert et al., 1991 and Rosenberg, 1993), which suggest that for some preschoolers, their positive attitudes toward the elderly may have been influenced as a result of their being involved with the elderly, in planned social interactions in an intergenerational program.

The findings from the qualitative data indicated that the 4-year-olds and the 5-year-olds demonstrated behaviors that showed both positive and negative attitudes toward the elderly and toward their own aging. The 5-year-olds enjoyed being helped by the elders. Furthermore, they also enjoyed helping the elders. The 5-year-olds talked more often than the 4-year-olds, about the activities they most enjoyed when they were with the elders. The 5-year-olds more positive attitudes toward the elderly may be the result of their participation in more planned social activities, during the 1994 - 1995 school year. This finding supports the second assumption of this study which suggest that the 5-year-olds, because of their increased exposure to the elderly at the center, are more likely to have more positive attitudes toward the elderly than the 4-year-olds. But, for both groups of preschoolers, the findings clearly indicated that they had positive attitudes toward the elders who were friendly and active.

Negative attitudes toward the elderly were also observed. If an elder did not appear to be friendly or engaging during a social activity, some of the preschoolers shied away from them. It therefore appears that positive interactions with friendly, active elders, helped the 4-year-olds and the 5-year-olds to see the elders as participants, and not as people who needed care. Again, the study findings provided support for the third study assumption, that suggested that, the nature of the social interactions with the elderly would be a significant determinant in whether or not the 4-year-olds and the 5-year-olds attitudes toward the elderly and toward their own aging are positive or negative.

The findings from the quantitative data also indicated that the 4- and 5-year-olds attitudes toward the elderly and toward their own aging were mixed. While, some of the 4- and 5-year-olds seemed to enjoy the elders if the elders were friendly, they nonetheless had some concerns about the physical appearance of the elderly, as concerns about dying. The findings indicated that, several of the 4- and 5-year-olds were afraid of getting old and dying. A comment often expressed by both 4- and 5-year-olds was, "I don't want to get old because old people die!" Also, more 4-year-olds than 5-year-olds gave negative responses about the physical characteristics of the elderly. One 4-year old boy made the following comments: "Old people have wrinkled skin." "They have old voices." When the 4-and 5-year-olds were shown pictures of four men at different ages, most of the 4-and 5- year olds preferred to be with the youngest man pictured. However more 5-year-olds than 4-year-olds chose him because he was young.

Although the findings indicated that the 5-year-olds were more positive than the 4-years-olds about getting old, nonetheless, several of the 4-year-olds gave a neutral response. They had not indicated that growing old was something that they needed to dread, or worry about.

As an assessment of the 4- and 5-year-olds knowledge of the elderly, the majority of the 4-year-olds and the 5-year-olds, knew an elderly person inside their family structure. In their responses, they indicated that they would do something active with him. This was significantly true of a number of 4-year-olds. Nonetheless, as further indicated by the 4-year-olds and the 5-year-olds responses, overall, both groups had very little knowledge of the elderly, according to the results of The Children's Attitudes Toward the Elderly (The CATE), assessment. The 4-and 5-year-olds gave very few positive responses when asked, "*What can you tell me about old people?*" Furthermore, they saw the elderly as people who needed a lot of help, and did not think that the elders could help them. They saw the elderly as people who needed canes and wheelchairs. One 4-year-old said, "I take good care of the elders at the center. Some of them need a lot of help!"

Age-related differences between the 4-year-olds and the 5-year-old were identified as follows: (a) more 5-year-olds than 4-year-olds were able to identify the oldest man; (b) more 5-year-olds than 4-year-olds were able to place the pictures in order from youngest to oldest; (c) both 4-year-olds and 5-year-olds were unable to make realistic age estimates of the men, pictured in photocopy drawings. Moreover, the

5-year-olds reported older ages more often than did the 4-year-olds. These findings are supported by (Jantz et al., 1977) who found that the preschoolers' concepts of age increased as they themselves increased in age.

There are many external factors which could have influenced the attitudes of the 4-year-olds and 5-year-olds toward the elderly at the day care center. It is therefore unclear, why the overall findings, of the attitudes of the twenty preschoolers, are not more positive. Furthermore, it is the researcher's feelings, based on field observations and interviews, that some of the 4-year-olds and 5-year-olds responses may have been a guess of the moment of what they felt right then. Nonetheless, the researcher also feels that there are three possible reasons, that might help to explain why the attitudes of the 4- and 5-year-olds, are less than positive toward the elderly at The Stride Rite Intergenerational day Care Center. The first reason may be the result of the new Stride Rite Chief Executive Officer's failure to fund continuation of the intergenerational program. With a lack of interest in the program, as expressed by the new Chief Executive Officer and without proper funds, it was impossible for the intergenerational program to operate at a level where the integrity of young and old could be maintained. Perhaps reduction in interest and program quality may have negatively affected the children's attitudes toward the elderly. A second possible reason is that the center lacked a curriculum on aging. In the classroom the elderly were rarely talked about. When they were discussed, it was usually because of sickness or death. Interviews with some administrators and teachers revealed that once the intergenerational coordinator's position was eliminated, much of the program's effectiveness was lost. Thirdly, some of the care providers felt that during the 1994 -1995 school year, most of the elders who participated in the program were very frail and also needed care. Therefore, the 4- and 5-year-olds were not getting an accurate representation of the elder's abilities. As a result, the preschoolers had little or no regular interaction with healthy, independent elders.

### The Recommendations

Based on the findings of this study, in order to have a more positive influence on the attitudes of the 4- and 5-year-olds toward the elderly and toward their own aging, the following recommendations are made to improve the day care program, at The Stride Rite on-site Intergenerational Day care Center.



1. It is essential to have a Chief Executive Officer who supports both philosophically and financially the concept of on-site intergenerational day care programming. Without continuous support from the top, program survival is doubtful. The Stride Rite experience suggests that a strong financial base that is supported by the corporation is also needed in order to maintain stability in the program.

2. Another factor greatly affecting program success is a flexible and supportive administrative staff that shares the same program vision. Teachers and other staff members must be interested in learning more about the young and old in an intergenerational setting. They must also be willing to confront their true feelings about aging and growing old. Responses made during the interviews with the center's administrators indicated that they did not have a share vision for the center.

3. In order to maintain program direction through supervision and evaluation, the position of intergenerational coordinator must be relatively independent. The intergenerational coordinator can make a program effective by providing ongoing staff training regarding child and elder care issues. Also, a curriculum on the aging process can bring a more positive age awareness to the staff, children, and elders. This curriculum should follow a learning continuum based on age appropriateness. Many of the children had concerns and fears about growing old and dying; time should be allocated to discuss the potential problems, benefits, and implications of growing old. Children's books, puppets, dolls, and pictures of the elderly are other teaching aids that may help to developing a sense of intergenerational connectiveness. The results of this study indicate that more time spent in small group activities and one-on-one interactions have helped both children and elders in their transition from being strangers to being friends. Thus, when the intergenerational coordinator plans the weekly schedule, more small group activities would be beneficial to both children and elders.

4. Clearly, young children need to have a realistic view of the diversity of the elderly population. They need to be in regular contact with very capable and active elders, as well as the not-so-healthy elders. Children should see elders serving as staff members at the center so that they can see them as role models. They should not only see elders who need care, but also those who can provide care. Selecting elders who represent a broad range of abilities will help the 4- and 5-year-olds develop a realistic perspective regarding elderly people and will also help them find a positive sense of self in life's age continuum.



5. Establishing a realistic partnership with an institute of higher learning is important. Through this partnership, the program could benefit from the advice of academic experts regarding child and geriatric development, and could more easily stay abreast of these innovative approaches to providing day care for both children and elders in an intergenerational environment. Such a partnership was critical to the survival of this program. In addition, such a partnership would have ensure that program evaluation occurs, and that, if needed, changes designed to improve the program would proceed in a manner least disturbing to program's operations.

### Future Research

The following are recommendations for future research, particularly to research related to creating a successful corporate on-site intergenerational day dare center:

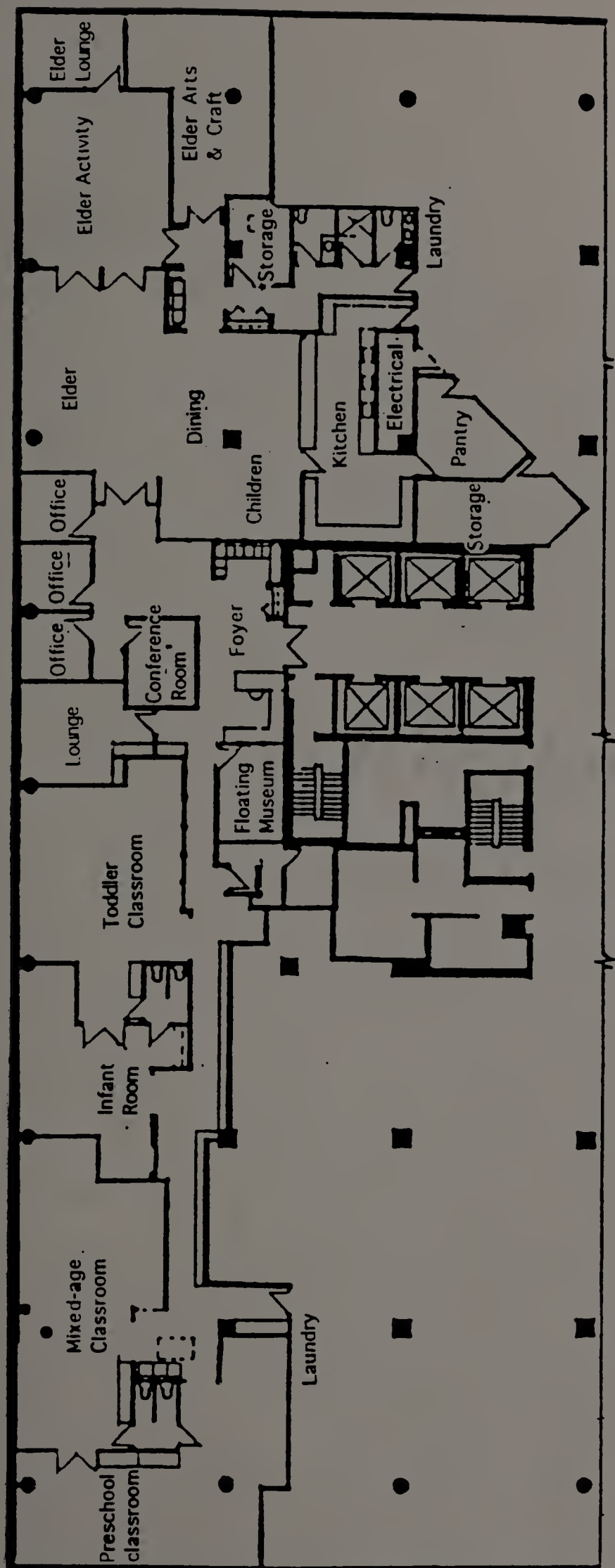
1. Do a case study at an intergenerational site whose program includes a diverse group of elders and a curriculum on aging.
2. Do a case study on an intergenerational site where the sponsoring institution maintains leadership and support throughout the program's life.
3. Look at intergenerational day care centers in other countries where the elderly are valued.

### Conclusion

As Stride Rite's new day care center takes on a different appearance, there will undoubtedly be careful planning of their future involvement in child and elder day care. This researcher hopes that the results and recommendations of this study can serve as a catalyst for the creation of an intergenerational program that can help preschool children develop positive attitudes toward the elderly and aging. In addition, Stride Rite's innovative approach to providing quality day care for both young children and elders can serve as a model for other corporations as they look for the best ways to help their employee's address their dependent care needs.

## APPENDIX A

### THE STRIDE RITE INTERGENERATIONAL DAY CARE CENTER SPACE DESCRIPTION



The Stride Rite Intergenerational Day Care Center  
Space Description

APPENDIX B

PARENT LETTER OF INTRODUCTION

*Ed Polkman*  
1991



June, 1995

Dear Parent:

My name is Eleanor White and I am a graduate student at the University of Massachusetts at Amherst and also a teacher in the Boston Public Schools. I am presently collecting data for my doctoral dissertation on children's attitudes. I am interviewing the center's director, specialists, coordinator, as well as teachers and elders. Also, as a part of this study, you and your child are being asked to participate. Parent participation will include completing a survey questionnaire. A test instrument, assessing young children's attitudes toward the elderly, will be administered to your child, by me, during the school day. This interview will take about fifteen minutes.

The title of my research is: Attitudes of Preschool Children Toward the Elderly at The Stride Rite Intergenerational Day Care Center. The goal is to analyze the information from the collected data, in order to discern the influence, if any, that the intergenerational program had on the attitudes of the current population of 4- and 5-year-olds toward the elderly and their own aging.

Since you are a parent of a child who is presently attending the day care center, would you kindly take the time to read and sign the permission form, and return it in the envelope provided. Your help is greatly needed, and the information you furnish will be of significant value. In advance, I thank you for taking the time and helping me in this endeavor.

Sincerely yours,

Eleanor White

ENCLOSURE: Parent and Child Consent Form

APPENDIX C

CONSENT FORM:  
PARENT AND CHILD

*Pharmacia*  
Lundbeck A/S  
Lundbeckvej 1  
DK-2650 Hvidovre  
Denmark

Consent Form

Parent and Child

I hereby agree to participate with my son/daughter in the research project on The Stride Rite Intergenerational Day Care Center. I understand that we are voluntarily participating in this study and are under no obligation to do so.

I understand that research will be conducted using the following methods:

1. Interview with 4-and 5-year-olds: The Children's Attitudes Toward the Elderly, (Assessment Instrument).
2. Interview with director, business manager, and specialists.
3. Interview with teachers and elder care activities coordinator.
4. Interview with elders.
5. Parent Survey Questionnaire.

I understand that all data will be held under the jurisdiction of the University staff and will be accessible to me at their discretion. In the written dissertation in which I might use materials from the study I will use neither your names or initials.

You may at any time withdraw from the study. You may withdraw your consent to have specific excerpts used, if you state so on the form. If I were to want to use any materials in any way not consistent with what is stated above, I would ask for your additional written consent.

In signing this form, you are assuring me that you will make no financial claims for the use of the materials in your survey or your child's interview; you are also stating that no medical treatment will be required by you or your child from the University of Massachusetts at Amherst, should physical injury result from participating in this study.

If you have any questions, please call me at 436-7381. Thank you for considering being a part of my research.

I, \_\_\_\_\_, have read the above statements and agree to participate, along with my child, under the conditions stated above.

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Signature of Interviewer

\_\_\_\_\_  
Date

APPENDIX D

COVER LETTER:  
CARE PROVIDER AND ELDER

*[Faint, illegible text, possibly a signature or stamp]*



June, 1995

Dear

As you know, I have been collecting data for a doctoral dissertation on The Stride Rite Intergenerational Day Care Center. I am presently conducting interviews and I would greatly appreciate interviewing you.

The topic of my research is: Attitudes of Preschool Children Toward the Elderly at The Stride Rite Intergenerational Day Care Center.

Please fill in the bottom portion of this letter and return it to me. The interview takes about one (1) hour.

All participants in this dissertation study will have access to the data bank at the discretion of Dr. Atron Gentry, Director of The STEP Program: University of Massachusetts, Graduate School of Education, Furcolo Hall, Amherst, Ma. 01003.

Your cooperation is most appreciated.

Sincerely yours,

Eleanor White

(ENCLOSURES)

\_\_\_\_\_ clip here \_\_\_\_\_

I, \_\_\_\_\_ will be available for an interview on

\_\_\_\_\_, 1995, at \_\_\_\_\_  
(Day) (Date) (Time)

APPENDIX E

CONSENT FORM:  
CARE PROVIDER AND ELDER

## Consent Form

### Care Provider and Elder

I hereby agree to participate in the research project of The Stride Rite Intergenerational Day Care Center. I understand that I am voluntarily participating in this study and under no obligation to do so.

I understand that research will be conducted using the following methods:

1. Interview with 4- and 5-year-olds: The Children's Attitudes Toward the Elderly, (Assessment Instrument).
2. Interview with director, business manager, and specialists.
3. Interview with teachers and elder care activities coordinator.
4. Interview with elders.
5. Parent Survey Questionnaire.

I understand that all data will be held under the jurisdiction of the University staff and will be accessible to me at their discretion. This data will be available to me for use in my doctoral dissertation. In the written dissertation in which I might use materials from the interview I will use neither your name or initials.

You may at any time withdraw from the study. You may withdraw your consent to have specific excerpts used, if you state so on the form. If I were to want to use any materials in any way not consistent with what is stated above, I would ask for your additional written consent.

In signing this form, you are assuring me that you will make no financial claims for the use of the materials in your interview. You are also stating that no medical treatment will be required by you from the University of Massachusetts at Amherst, should physical injury result from participating in this study.

If you have any questions, please call me at 436-7381. Thank you for considering being a part of my research.

---

Signature of Interviewer

---

Signature of Participant

---

Date

APPENDIX F

INTERVIEW GUIDE:  
DIRECTOR



Interview Questions  
Director

DEMOGRAPHIC INFORMATION

1. State your name.
2. Can you give me an age range? (a) 20-25 (b) 25-30 (c) 30-35
3. Is your place of residence urban or suburban?
4. How long have you been working at this center?

PROGRAM INFORMATION

Present

5. Can you give a history of Stride Rite as an on-site day care facility?
6. Where did the idea of an intergenerational day care center come from?
7. Do you think a program like this is necessary? Explain.
8. How many children are in the program?
9. What are the age groups of the children?
10. What is the average stay?
11. What is voluntary separation?
12. What kind of professional development do you provide for the teachers and coordinators?
13. How often during the week do the 4- and 5-year-olds interact with the elders?

CHILDREN'S ATTITUDES

14. Can you describe critical incidents or memorable interactions between the 4- and 5-year-olds and the elders at the center, that you feel is a demonstration of the children's attitudes toward the elderly participants?

PROGRAM INFORMATION

Future

15. What changes if any would you make in the program to make it more effective?
16. When will Stride Rite move to the new location?
17. Will there be an intergenerational program at the new site?
18. Why isn't Stride Rite going to continue to fund the intergenerational day care center as we currently know it?

## APPENDIX G

### INTERVIEW GUIDE: BUSINESS MANGER

*Business Manager*  
Interview Guide

Interview Questions  
Business Manager

DEMOGRAPHIC INFORMATION

1. State your name.
2. Can you give an age range? (a) 20-25 (b) 25-30 (c) 30-35.
3. Is your place of residence urban or suburban?
4. How long have you been working at this center?

PROGRAM INFORMATION

Present

5. Can you tell me what you do here?
6. How is the center funded?
7. What is the cost of child care and elder care?
8. What is your understanding of Stride Rite's philosophy of intergenerational day care?
9. Do you think a center like this is necessary? Explain.
10. What kind of professional development is provided for the teachers and coordinators?
11. How often during the week do the 4- and 5-year-olds interact with the elders?
12. How often do the elders visit the 4- and 5-year-olds in their classrooms?

CURRICULUM

13. Can you describe the center's curriculum on the elderly and the aging process?

CHILDREN'S ATTITUDES

1. Can you describe critical incidents or memorable interactions between the 4- and 5-year-olds and the elders at the center, that you feel is a demonstration of the children's attitudes toward the elderly participants?

PROGRAM INFORMATION

Future

2. What changes if any would you make in the program to make it more effective?
16. Can you describe the intergenerational program for the new site?

APPENDIX H

INTERVIEW GUIDE:  
CHILD CARE SPECIALIST

*St. Louis, Missouri*  
*1900-1910*



Interview Questions  
Child Care Specialist

DEMOGRAPHIC INFORMATION

1. State your name.
2. Can you give me an age range? (a) 20-25 (b) 25-30 (c) 30-35
3. Is your place of residence urban or suburban?
4. How long have you been working at this center?

PROGRAM INFORMATION

Present

5. Can you tell me what you do here?
6. What is your understanding of Stride Rite's philosophy of intergenerational day care?
7. Can you describe some of the intergenerational activities between the 4- and 5-year-olds and the elders?
8. What is the Floating Museum?
9. How often to the children and elders visit the Museum?
10. What kind of professional development is provided for the teachers and coordinators?
11. Can you describe your curriculum on the elderly and the aging process?

CHILDREN'S ATTITUDES

12. Can you describe critical incidents or memorable interactions between the 4- and 5-year-olds and the elderly at the center, that you feel if a demonstration of the children's attitudes toward the elderly participants?

APPENDIX I

INTERVIEW GUIDE:  
ELDER CARE SPECIALIST

Interview Questions  
Elder Care Specialist

DEMOGRAPHIC INFORMATION

1. State your name.
2. Can you give me an age range? (a) 20-25 (b) 25-30 (c) 30-35
3. Is your place of residence urban suburban?
4. How long have you been working at this center?

PROGRAM INFORMATION

Present

5. Can you tell me what you do here?
6. How many elders can the center accommodate?
7. Can you describe the type of elder who is selected for this program?
8. What is your understanding of Stride Rite's philosophy of intergenerational day care?
9. What is social day care?
10. How unique is this on-site employer-sponsored intergenerational day care center? Are there other centers like this one?
11. Where did the idea for this center come from?
12. Can you walk me through the admissions or intake process?
13. Can you describe a typical day for the elders?
14. Do they all come in the same van?
15. How often during the week do the elders interact with the 4- and 5-year-olds?
16. Do you think the scheduled activity time for these children and the elders is enough?

CHILDREN'S ATTITUDES

17. What do you hope the 4- and 5-year-olds in this intergenerational environment are getting?

PROGRAM INFORMATION

Future

18. What changes if any would you make in the program to make it more effective?
19. Can you describe the intergenerational program for the new site?

APPENDIX J

INTERVIEW GUIDE:  
TEACHER



Interview Questions  
Teacher

DEMOGRAPHIC INFORMATION

1. State your name.
2. Can you give me an age range? (a) 20-25 (b) 25-30 (c) 30-35
3. Is your place of residence urban or suburban?
4. How long have you been working at this center?

PROGRAM INFORMATION

Present

5. How old are the children that you teach?
6. What is your understanding of Stride Rite's philosophy of intergenerational day care?
7. Do you think a program like this is necessary? Explain.
8. What kind of professional development is provided for the teachers and coordinators?
9. How often do your children participate in planned intergenerational activities with the elders?
10. Have you observed children in your class who don't want to interact with the elders?

CURRICULUM

11. Can you describe your curriculum on the elderly and the aging process?

CHILDREN'S ATTITUDES

12. Can you describe critical incidents or memorable interactions between the 4- and 5-year-olds and the elders at the center, that you feel is a demonstration of the children's attitudes toward the elderly participants?

PROGRAM INFORMATION

Future

13. What changes if any would you make in the program to make it more effective?
14. Why is Stride Rite moving to Lexington, Massachusetts?

APPENDIX K

INTERVIEW GUIDE:  
ELDER ACTIVITY COORDINATOR

Interview Questions  
Elder Activity Coordinator

DEMOGRAPHIC INFORMATION

1. State your name.
2. Can you give me an age range? (a) 20-25 (b) 25-30 (c) 30-35
3. Is your place of residence urban or suburban?
4. How long have you been working at this center?

PROGRAM INFORMATION

Present:

5. What type of training have you had to help you in your work with the elders?
6. What kind of staff training is provided for the teachers and coordinators?
7. What are the resources whereby an elder can hear about the program?
8. Can you give a profile of the elder who participates in this program?
9. Can you describe a typical day for the elders?
10. How many of the elders are related to the employees?
11. Is there a concern about the lack of elders who are related to Stride Rite employees?
12. How often during the week do the elders interact with the 4- and 5-year-olds?

ATTITUDES

13. What are the elders' attitudes toward the 4- and 5-year-olds?

CURRICULUM

14. Can you describe the center's curriculum on the elderly and the aging process?

PROGRAM INFORMATION

Future

15. What changes if any would you make in the program to make it more effective?

APPENDIX L

INTERVIEW GUIDE:  
ELDER

*Interview Guide*  
Elder



Interview Questions  
Elder

DEMOGRAPHIC INFORMATION

1. State your name.
2. What is your age?
3. Is your place of residence urban or suburban?

PROGRAM INFORMATION

Present

4. How did you learn about Stride Rite's intergenerational Day Care Center?
5. During the interview, were you told that you would be interacting with infants and young children? That this was a feature of the program?
6. Was this appealing?
7. How long have you been attending the center?
8. How many days do you attend?
9. What activities do you enjoy most when they involve the children?
10. Have you ever heard of the Floating Museum?
11. Can you tell me about some of the activities that take place in the Museum?
12. Didn't they study the country of France?
13. Did you teach the children some French words?
14. Do you visit the 4- and 5-year-olds in their classrooms?
15. What goes on during your visit?

CHILDREN'S ATTITUDES

16. What do you think are the 4- and 5-year-olds attitudes toward the elderly?

ELDER'S ATTITUDES

17. What do you enjoy most about the program?

PROGRAM INFORMATION

Future

18. Do you know why the intergenerational day care center is closing?

19. Has anyone here at Stride recommended a new placement for you?

APPENDIX M

FORMAL INTERVIEW RESPONSES

*Following is*

Interview: Care Provider (Administrator 1)	1
July 11, 1995	2
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Tape 1	4
Sides (A&B)	5
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Q: Can you give a brief history of Stride Rite as an on-site day care facility?	8
	9
A: Stride Rite opened a children's center in Roxbury, Massachusetts in 1971. This center became the first on-site employer sponsored child care center in the United States. In January 1983, a second child care center was opened in Cambridge, Massachusetts. By 1986 the company wanted to move the Cambridge Children's Center into the same building housing the corporate offices. At this time Arnold Hiatt Stride Rite's CEO, was also concerned about helping the elderly in the community. Knowing that the company would be designing a new children's center the idea to provide an on-site day care for elders was introduced. And after many years of planning and hard work The Stride Rite Intergenerational Day Care Center opened in February 1990. It was housed in the same building as the corporate offices. The center was designed to accommodate 55 children between the ages of 6 months to 6 years and 25 elders 65 years and older. Both young children and elderly relatives of Stride Rite employees received care. Since Stride Rite was committed to the community, young children and elders from Somerville and Cambridge also attended the center. Before February 1990 there were only preschoolers in the Cambridge Children's Center. In 1994 after the center became intergenerational we added infants and toddlers.	10
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Q: Where did the idea of an employer sponsored on-site intergenerational day care center come from?	30
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A: The idea came from a Wall Street Journal article, that in 1986 cited a family in New York City, taking their parents to one side of New York and their young children to another side of New York. Arnold Hiatt, Stride Rite's CEO, and a real visionary, brought the article to me and other administrators at the center and said "We should be able to do this." Mr. Hiatt is very philanthropic and very community minded. So after this introduction other staff members and I started in 1987 to research the concept of day care for young children and elders in an on-site setting. We have been looking at this concept for almost a decade in terms of its feasibility and its importance. We had contact with the various universities that have a long history in intergenerational programs. We then did a need assessment of the employees to find out the level of their elder care needs. With this assessment, we found that 25% had some kind of elder care responsibilities and 13% expected within the next five years to have such responsibilities. The employees at Stride Rite when this needs assessment was done strongly indicated there was a need for quality child and elder day care. Since we are nonprofit, we try to have half of the participants from the community and the other half, children and elderly relatives of the Stride Rite employees. So the purpose of the day care center was to provide a single space where employees and the community people could drop off their young and old family members. In fact, when the intergenerational day care center opened in 1990, there was an employee who dropped off her grandmother and her child.	32
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There has also been employees who have dropped off their children	57
and parents. But the real success of the center was that strong sense of	58
community. The program as it was and is, continues to be a real	59
success.	60
Q: Do you think a program like this is necessary? Explain.	61
A: I think it's a good program; I think it's absolutely necessary. We	62
didn't have a model. We were pioneers in every thing we did. I think	63
the best thing we have going for ourselves is our ability to stop, evaluate,	64
critique, and be willing to admit when it's time to make changes.	65
Q: How many children are in the program?	66
A: There are forty-five children in the program.	67
Q: What are the age groups of the children?	68
A: There's one group of infants; 6 to 12 months, a room of toddlers;	69
12 to 24 months, a room of mixed toddlers and preschoolers; 2.9 to	70
4-years-old and finally a room of preschoolers ages 4- and 5-years-old.	71
Q: What is the average stay?	72
A: The average stay for children who enter as infants is usually 5	73
years, especially if the parent is a Stride Rite employee. However, this	74
year there has been an exception. One exception is that Stride Rite	75
issued voluntary separation letters to every employee.	76
Q: What is voluntary separation?	77
A: It means that employees can leave the company and get	78
compensated. They can initiate their own severance. A lot of people	79
took the severance, and so that affected some families. In planning	80
the move to Lexington, Stride Rite is giving people who don't want	81
to go a way out. They're giving people the opportunity to leave on	82
their own volition. But again, this option was offered to everyone. So	83
that's an exception. I have been here for many years and this has never	84
happened. Another exception is the move to Lexington. I think it's	85
doing a number on the employees who don't want to go. So I think we	86
have lost families from the center because of that. These are two very	87
different extreme situations that I haven't seen before. But in general the	88
children come in as infants and stay until they leave for kindergarten	89
or first grade.	90
Q: What kind of professional development do you provide for teachers	91
and coordinators?	92
A: I meet with each teacher at the beginning of the school year.	93
During our meeting we discuss their professional goals. Some goals	94
might involve course work. Some teachers are working at	95
communication skills. Each staff member and I look at their individual	96
needs and I discuss their various resources that can help them in their	97
professional development. It's very individual. Then, there's all	98
staff training, which for a long time had to be intergenerational, and	99
I think that's good and I think it was necessary. However I would	100
contend that the very basic needs of the child and elder programs	101
were diluted. We needed to get back to real curriculum development	102
that was appropriate for both young and old. I mean more of what	103
might be mandated in a structured academic setting. I wanted to see	104
more lesson plans and cross-training.	105
Q: How often during the week do the 4- and 5-year-olds interact	106
with the elders?	107
A: At least once a week structured and several times during the	108
week unstructured. I think it got to a point where the children and the	109
elders just wanted to be together.	110
Q: Can you describe critical incidents or memorable interactions	111
between the 4- and 5-year-olds and the elders that you feel is a	112

demonstration of the children's attitudes toward them?	113
A: Well, one morning after my daughter and I entered the building	114
where the day care center is located, my daughter noticed Ruth in the	115
lobby and ran ahead to greet her. Ruth was an elder who was in the	116
beginning stage of Alzheimer's Disease. She was aware of her memory	117
loss. Ruth sometimes felt frustrated and experienced confusion. She	118
would verbalize her feelings, "I can't stand it, I can't remember."	119
When my daughter reached Ruth, she took her by the hand and they	120
walked to the elevator. When the elevator arrived, we rode it to the	121
fourth floor. When the door opened, my daughter and Ruth walked	122
hand in hand into the center. When I spoke to my daughter later that	123
day about this experience, she said, "I'm glad that I helped Ruth today,	124
and that she got here safe." Now I would say that from this experience	125
they learned something from each other. And although this wasn't	126
a structured activity, this is a true example of what our program is	127
all about. That's the essence of what intergenerational can be. I	128
would also say the more orchestrated it gets, the less genuine the	129
interactions become and the more product driven the programs	130
become. After all intergenerational programming is not about the	131
product. If you get a product from it, it's nice. But it's about	132
providing quality care and opportunities for interaction and	133
meaningful involvement between the children and the elders. That's	134
our goal. Also we hope that these children will have the ability to	135
educate the generations above them. And we've had that. We've had	136
one boy who went home and told his mom about his friend John. One	137
morning when the mother dropped him off at the center, she said to	138
her son, "I want to meet your friend." She walked him to his classroom	139
and asked him, "Can you show me your friend John?" The boy looked	140
at her and said, "My friend is in the elders program." And this told	141
the true story of how this child feels about this elder, because he never	142
needed to mention that his friend was a man, or an elder, but only saw	143
this elder as his friend. The mom assumed that because John, the elder,	144
was her son's friend, that he had to be a little boy. I think this example	145
speaks to what I want our vision to accomplish. That John was a	146
person who was a friend.	147
Q: What changes if any would you make in the program to make it	148
more effective?	149
A: Well, because we are the first center of this kind in corporate	150
America, we never had anyone showing us what to do. We've	151
done it ourselves. And in doing it for the first time, there are	152
certain things I would not do the same. For example, I think that	153
during this year the program was too administratively heavy. This	154
is not a big center. When we started in 1990, there were the	155
director's for elder care and child care. There was an intergenerational	156
coordinator, a business manager, and a cook. These were all full time	157
nondirect care people. In 1990 that's what needed to happen.	158
We needed people who had an expertise in child care and elder care.	159
And, yet in time as the center evolved, having so many people in	160
charge worked against us because it was one center, but we operated	161
as if it were two. Even now I cringe every day when I hear someone	162
say, "I'm going to the elder's center." It was never the elder's center	163
nor the children's center. It was the elder's program and the children's	164
program. It was one intergenerational day care center with two	165
components. But what happened over time, is that having two	166
directors became divisive. And I think that I would really look	167
at that in developing intergenerational programming. The vision	168



has to be a shared vision if there are two directors. They have to 169  
be on the same track or things won't work. Also the staff has 170  
to be one. And because the intergenerational piece was so important 171  
we restructured. That was in 1992. At that time we decided to have 172  
one director for the center and that one person supervised the staff 173  
from both the child and elder care programs. With that change, 174  
things were a lot better because the elder and child care specialists 175  
and intergenerational coordinator reported to the director. I don't 176  
think you ever met the intergenerational coordinator. Well as we 177  
continued to restructure the intergenerational coordinators job was 178  
the first to be phased out, and that was a compliment to the staff. In three 179  
years time there was no longer a need for someone to coordinate the 180  
programs, because the staff was now doing it all. I think the program 181  
continues to evolve. There has been a lot of trial and error. 182  
Q: When will Stride Rite move to the new location? 183  
A: We will move to Lexington, Massachusetts in November 1995. 184  
When we move there will only be infants and toddlers at the new center. 185  
The program for the elders will not be going to the new center. 186  
By October 1995, the elders will be placed in other day care settings. 187  
As we get closer to our moving day, I know that closing the elder care 188  
component will be incredibly difficult for all of us. And I think very 189  
often that you don't get the opportunity to start over. Not very 190  
often does someone hand you a clean slate. I think this will give 191  
us the chance to take all the knowledge that we have about what we 192  
would or wouldn't do again, and here we've been given another chance. 193  
A chance to create a new center. And no it won't be like the old 194  
intergenerational day care center. But we must take our first experience 195  
and learn from it. The vision must remain alive. The new center 196  
will be beautiful, but we have to work at the intergenerational piece. 197  
Q: Will there be an intergenerational program at the new site? 198  
A: Yes, we are working on the intergenerational program for the 199  
new site. Right now I'm not sure what it will finally look like. But 200  
we have been networking with a lot of different programs and it might 201  
just be that we do varying things with very different types of elder 202  
programs in the area, and its the program that brings in the difference. 203  
So on Mondays maybe we do something with a center, and these are 204  
very well folks. Maybe we can have a grandparents program. This 205  
would be something new for us. And then we might have the ability 206  
to call up another center on Tuesday, and there might be Alzheimer's 207  
people. In our centers history we've had all types of elders and I think 208  
now what we can do is to make sure that the children have the 209  
opportunity to have positive interactions with all types of elders. 210  
Q: Why isn't Stride Rite going to continue to fund the 211  
intergenerational day care center as we currently know it? 212  
A: The reason I think the concept of intergenerational day care is no 213  
longer being funded by Stride Rite is because we have had two new 214  
CEOs since 1990. It's a different corporate climate a decade later, 215  
also business is different. How corporations are spending their money 216  
is different. And what the current leadership looked at instead of the 217  
success of the program; as a program, leadership looked at it more in 218  
terms of its success as a benefit to Stride Rite employees. And because 219  
the center had become much more community based there were not 220  
as many employees putting their elders in the program. For Arnold 221  
Hiatt that hadn't been an issue. The success of the program was more 222  
important to him. But a decade later the program is being looked at 223  
differently. The definition and the program benchmark are different, 224  
225

program will no longer be funded. The elders will all be placed in	226
and that's why the elder care component of the intergenerational	227
other programs by October 1995.	228



Interview: Care Provider (Administrator 2)	229
July 13, 1995	230
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Tape 1	232
Sides (A&B)	233
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Q: Can you tell me what you do here?	236
A: Over the years this position has been back and forth between	237
business manager and assistant director. I have been in this	238
position for a year and so basically, I handle the finances for	239
the center. I also do scheduling. I supervise the food program	240
and I'm the administrator for the summer camp program that	241
we do. I do all the supply orders, I pay the taxes for the center	242
and pay all the bills. I also serve as a substitute teacher in the	243
classroom once in a while. I sometimes take care of children who	244
are having problems with behavior. Although I wear many	245
different hats; my primary role is financial.	246
Q: How is the center funded?	247
A: We are funded almost exclusively by the Stride Rite Charitable	248
Foundation. That's Arnold Hiatt's foundation. He is Stride Rite's	249
former CEO. The foundation is running out of money, which is one	250
reason we are closing the intergenerational center and eliminating	251
the elder care program. The current CEO doesn't have the same	252
vision as Mr. Hiatt has and so he is putting his money else where.	253
But we do have some scholarship money available to the children,	254
and we have some private pay clients. The West Suburban Elders	255
Services also provides funds for the care of elders.	256
Q: What is the cost of child care and elder care?	257
A: The operating expenses for each child is estimated to be \$6,000	258
per year. The community families were on a sliding scale. We	259
follow the Department of Social Services (DSS) scale plus thirty	260
dollars. We call the thirty dollars a scholarship fee. Stride Rite	261
employees are on a different scale. They don't follow the sliding	262
scale. For the employees we take a percentage of their income.	263
Parents of infants and toddlers pay 16% of their gross income, and	264
for the older children its 13%. The expense for elder care was about	265
\$7,000 per year for each elder. Elders from the community who were	266
not able to pay the full cost received subsidies from state or nonprofit	267
organizations.	268
Q: What is your understanding of the philosophy of the	269
intergenerational day care center?	270
A: To bring elders and children together in a community	271
environment and to provide quality care and opportunity for	272
enriching experiences.	273
Q: Do you think a center like this is necessary?	274
A: Yes	275
Q: Why?	276
A: So many children, particularly in this community, come from	277
single parent homes and they don't have a real sense of extended	278
family. As a result they don't really have life long lasting	279
relationships. So I think in a place like this where they can	280
establish really solid friendships with people of different	281
generations, it gives them a sense of who they are in the world	282
and where their place is in history. And also a sense of	283
connectiveness within the community. For the elders of course	284

it helps out with depression and it helps them to feel	285
connected as well and to maintain their feelings of usefulness.	286
Q: What kind of professional development is provided for	287
teachers and coordinators?	288
A: In the time that I have been here, I can say that there has not	289
been a strong professional development component at this center.	290
That is why I say that I would want to see a stronger administration.	291
And that the center was more versed in intergenerational	292
programming. Our child care staff is encourage to get additional	293
training around child care. And I think the elder care staff is	294
encouraged to get additional training in caring for elders.	295
Unlike the training requirements for the child care staff (teachers)	296
which is mandated by the Office For Children, nobody really regulates	297
training for elder care, and as a result there are less training	298
opportunities. So there really is not a whole lot of intergenerational	299
training that goes on here, not even cross-training that much. We do	300
a little bit between groups, but not that much.	301
Q: How often do the 4- and 5-year-olds meet with the elders?	302
A: It's very, very casual. The child care specialist did a lot with	303
creative movement and that was her primary function, getting that	304
together. There use to be an intergenerational coordinator, but	305
her position was eliminated. So, it was left up to the teachers to	306
get up the schedule and the intergenerational activities, but it wasn't	307
happening. So, the child care specialist kind of took it upon herself	308
to establish an activity schedule. And really most of what happened	309
with the 4- and 5-year-olds and the elders is what they did in	310
creative movement and in the floating Museum.	311
Q: How often do the elders visit the 4 and 5 year olds?	312
A: It could be an opportunity, but what I've observed is that	313
the elder's program is so highly structured and the children's	314
program is so highly structured that there really isn't that much	315
of an opportunity for the elders to say, "Hey, I want to go and	316
visit the Eagles today." Eagles is the name we gave to the group	317
of 4- and 5-year-olds. Plus, you need staff to make that transition	318
happen. And the elders have to be attended, which means	319
that as a part of our program a staff member from the elders	320
program must remain with the elder or elders during the entire	321
visit. And right now, we don't have enough staff to allow for	322
this type of interaction.	323
Q: Can you describe the center's curriculum on the elderly and	324
the aging process?	325
A: The teachers talk with the children a little bit. They talk with	326
them about what it's like to be old. They talk about what it's like	327
not to be able to see or walk or remember or as well as you use to.	328
A lot of it is to prepare the children for what they're going to see	329
when they visit the elders. But that's really about the extent of it.	330
They will do intergenerational stories, like picture books about	331
older people but really most of the curriculum that comes up is	332
around preschool stuff. You know learning colors, numbers, and	333
letters, things like that.	334
Q: Can you describe critical incidents or memorable interactions	335
between the 4- and 5-year-olds and the elders at the center, that	336
you feel is a demonstration of the children's attitudes toward them?	337
A: Yes, sometimes the very loose planning lends itself to a good	338
program, because a lot of what happens is very spontaneous between	339
the children and the elders. As much as I would like to see more	340



opportunities for intergenerational exchanges, sometimes when the	341
children meet informally with the elders during breakfast or lunch the	342
wonderful things that happen spontaneous between them is nothing	343
you can replace with programming. We had an older man Jim who had	344
been gone for several months. When he returned, several 4-year-olds	345
ran up and gave him hugs. One child in the group shouted, "Jim	346
your back." These children had never asked about Jim while he was	347
away, but they knew that he was gone. And when he came back they	348
were very glad to see him. These elders had become real people in the	349
children's lives. So if any thing, it teaches the children that the elders	350
are still very important people in our society. They are people who	351
should be respected and can be your friends well. As I answer this	352
question, I'm also thinking about my own feelings toward the elders.	353
I have always had a little bit of fear of elderly adults. When I came	354
back here I wasn't sure how it was going to work. As a result I was shy	355
with them at first. However, when I began to talk with them I realized	356
that they are very functional people who have wonderful stories to tell	357
and who are also interested in what you have to say. This experience	358
has me to deal with my fears of older adults.	359
Q: What changes if any would you make in the program to make it	360
more effective?	361
A: I would have a stronger administration that was intergenerationally	362
focused. With the way that this center has come about, there use to	363
be a child care director and elder care director. And then the elder	364
care director left and the child care director became the director of the	365
entire center. She in my opinion is very well versed in child care, but	366
not very well versed in elder care. So although intergenerational	367
programming is a philosophy she strongly agrees with,	368
however in practice; she has not had a lot of experience with	369
it. So, I think that a lot of our intergenerational programming	370
suffers because there is not a directive from the top that says,	371
"Okay let's make this happen, let's make this work." So I still	372
think that we're still a little too child centered. Sometimes I feel	373
that we are child care and the elders are incidental. So I would	374
like to make sure that the program at this center were equally	375
balanced. And the intergenerational programming wasn't	376
something that was an after thought.	377
Q: Can you describe the intergenerational program for the new site?	378
A: I'm not very involved with those details, because I won't be	379
going, but from what I understand they will have two infant rooms;	380
one mixed age classroom; with older toddlers and the younger	381
preschoolers, and one preschool room. Then there won't be	382
the elders to participate in the elder care program. However,	383
they will keep the elder care specialist and she will invite	384
highly functional elders to the center. What their talking about is	385
doing a lot of luncheons, where the elders can come in and eat with	386
the children and maybe participate in some activities.	387

Interview (Administrator 3)	388
July 19, 1995	389
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Tape 1	391
(Side A&B)	392
	393
Q: Can you tell me what you do here?	394
A: Basically I'm a resource person for the classroom teachers. If there	395
are any problems, I go in and assist and support teachers and children.	396
I also serve as a family advocate providing support to parents when	397
they need help with center related issues. I also run the vacation	398
discovery week. It's a vacation camp for school age children. I	399
run the floating museum, and as an intergenerational activity, I	400
conduct the creative movement session.	401
Q: What is your understanding of Stride Rite's philosophy of	402
intergenerational day care?	403
A: I think intergenerational day care is something that we're going	404
to see a lot more of the future. I think that people are finally	405
realizing that we have a whole population of elders out there who	406
we are not tapping into. We are allowing their knowledge to waste	407
away. And the Stride Rite model introduces a whole new concept in	408
day care. It's the corporation's way of addressing the problem of providing	409
quality elder and child day care to it's employee's dependents. People	410
are finally realizing that we can administer two programs under one	411
roof. I think we're going to see more day care for children in the work	412
place. And I think the people are acknowledging that elders in what	413
ever capacity; are going to be with these children in on-site day care	414
settings. I also think that we are going to see more intergenerational	415
school programs, where independent elders are going to be serving as	416
mentors and tutors. I think we're also going to need a lot more	417
education on aging in our schools. We have to begin with teaching	418
the teachers about the elderly and the aging process.	419
Q: Can you describe some of the intergenerational activities	420
between 4- and 5-year-olds and the elders?	421
A: We'll sort of begin with an ice breaker kind of activity at	422
the beginning of the year. I was struck by how the 4- and 5 year-	423
olds did not know the names of the elders. So we play the	424
name game. This helps both the children and the elders. It is	425
a way to help them learn each others names, as well as a way	426
to help them to feel comfortable with each other. Then we would	427
let the elders take a break and let the children engage in a	428
free dance. Sometimes the children would get the elders up	429
and they would watch while the elders danced for them. The	430
elders would sometimes teach the children some of the	431
dances they use to do when they were children. There's also	432
a lot of focus on trying to get the children and the elders	433
to move together, helping them have a positive movement	434
experience. Through movement we hoped that the children	435
and elders were learning more about each other. Another type	436
of activity was for the elders to visit the children in the classroom.	437
In the past the intergenerational coordinator would plan the	438
Classroom visits. However I let the teachers and the elder team	439
plan and coordinate this interaction. I think the elders should visit	440
the infants almost every day to watch them and rock them. But,	441
I would like to see a lot more opportunities for small intimate	442
gatherings between the 4- and 5-year-olds and the elders.	443



Q: What is the Floating Museum?	444
A: The Floating Museum is a space within the intergenerational day care center where a small group of children and elders can come and learn about various cultures through hands on activities	445
It is called floating because every two months the Museum theme changes. New materials are neatly arranged throughout the room to support the theme. So far we have looked at the cultures of Egypt, Japan and Italy. A schedule lets the teachers know when to send two or three children at a time to the museum. Also the elders activities coordinator would send two elders to the museum to participate in an intergenerational activity. And either I'll do the activity with the group, or a teacher. Right now the museum is set up to be an Italian restaurant/grocery store. While the elders serve as the patrons in the restaurant the children have a grand time in dramatic play.	446
Q: How often do the children and the elders visit the museum?	447
A: Due to scheduling not all the children get an opportunity to participate in the museum activity. But the older children, especially the 5-year-olds use the museum the most. They seem to enjoy the special attention that they get from the elders at this time.	448
Q: What kind of professional development is provided for teachers and coordinators?	449
A: A lot of our staff meetings have been focused specifically elder and child care. What would happen is that the members from each team would describe what they do in the children and elder programs. So it's really trying to team all of the staff. So that the staff members in both programs understand how to provide the best care and support to young children and elders. This cross-training is important because of the way we do our relief break. In this center all teachers and coordinators are expected to work with all the children's groups and all the elders. But I think there needs to be more staff training on aging, and the elderly because what I'm seeing is that some of the teachers from the child care program are still not comfortable working with the elders.	450
Q: Can you describe the curriculum on the elderly and the aging process?	451
A: In the classroom they do a lot around growth and change like growing a plant or watching a caterpillar change into butterfly. They talk about death too. But given the amount of resources that we have here there is not enough that is being taught around aging that can help the children develop a positive attitude toward the elderly. Also the many of the older children still do not know every elder's name. I think that the elders should be a part of the classroom. And I think there should be more visits to the classrooms as well as more opportunities for children and elders to participate in small group activities. This kind of intimacy can help friendships grow. The intergenerational coordinator before me use to plan these visits to the children's rooms. However I leave this kind of planning to the teachers and the elder team. I think this is something that they can work on together.	452
Q: Can you describe critical incidents or memorable interactions between the 4- and 5-year-olds and the elders at the center, that you feel is a demonstration of the children's attitudes towards them?	453
A: I think the attitudes are mixed. I have seen some of the children in this group you are asking about who are very happy when they	454

are involved with the elders and some of the children enjoy helping 500  
the elders especially the 5-year-olds. There are children who even 501  
have a favorite elder and they look for this elder every day. They 502  
know the elder's name and ask about him/her if they do not see them. 503  
The children who feel comfortable with the elders hug and kiss them and 504  
often sit or stand very close to an elder during an activity. They enjoy 505  
doing fun things with them. However, there are other children who 506  
are not very concerned about being with the elders. There are a few 507  
who are shy and say that they are afraid of the elders. They have 508  
little to no physical contact with them and do not seem to be interested 509  
in interacting with them. For these children we need to continue to 510  
work with them so that they can begin to feel comfortable when they 511  
are with the elders. Hopefully we can find for them an elder, who can 512  
be their friend. 513

Interview: Care provider (Administrator 4)	514
July 26, 1995	515
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Tape 1	517
Side (A&B)	518
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Q: Can you tell me what you do here?	521
A: I do admissions, interviewing and marketing for the program.	522
I also work three hours in the elderly program, directly with the elders.	523
Q: How many elders can the center accommodate?	524
A: The center can accommodate between 16 and 25 elders	525
Q: Can you describe the type of elder who would be selected for this program?	526
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A: Part of the admissions is that the elder is cognitively pretty well intact; able to do intergenerational programming with the children.	528
They must be continent and able to ambulate independently.	529
Q: What is the average age of the elders here?	530
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A: Let's see, I want to say probably 81. Currently the elders that are in the program are 55 to 91. So the age range is very broad.	532
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Q: What is your understanding of Stride Rite's philosophy of intergenerational day care?	534
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A: When I first came here fiive years ago there was a question of moving from a social day program to an adult day health program.	536
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Q: What is a social day program?	538
A: A social day program is what we have now. It's not a medical model. We don't have a nurse on staff, and it's targeting healthier elders. These are elders that are independent, cognitive and continent. The reason that we didn't change to adult day health was because our philosophy of who we are as an intergenerational center would have changed. So we purposely kept it as a social day program where the elders could interact with the children.	539
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Q: How unique is this on-site employer-sponsored intergenerational day care? Are there other centers like this one?	549
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A: I want to say no, there are no other intergenerational centers like this one. I think because it's one the first in corporate America and when I came here five years ago the media that was here was unbelievable. They were coming in at least twice a week. I think because Stride Rite has been the forerunner for children care; then with intergenerational programming, they are also the forerunners. Having gone to national meetings, when you say you're from The Stride Rite Intergenerational Day Care Center, people certainly perk up. It has a wonderful reputation. A lot of people will call and ask for information about the center. Also students call looking for intergenerational studies programs.	551
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Q: Where did the idea for this center come from?	555
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A: Arnold Hiatt, the CEO had read an article in the <u>Wall Street Journal</u> about a family who had young children in day care in one part of town, but also had an elderly parent in day care in another part of town. After reading this article he said, "Wouldn't it be nice if we had two programs under one roof?" And that's where the idea came from. Mr. Hiatt is certainly a man with a vision.	557
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Q: Can you walk me through the admissions or intake process?	559
A: Part of the interview and intake is personal and medical information and also a social history. Media and departure releases are signed. We also have them sign a form so that their medical records can be released from their primary care physician. And if	



they have a psychiatric doctor, those records are also released. All this information is confidential. 560  
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Q: Can you describe a typical day for the elders? 562

A: Usually the elders come between 8:30 AM and 9:00 AM on a van. 563

Q: Do they all come in the same van? 564

A: Yes, in the same van. They come through two agencies. We have contracts with Somerville-Cambridge Elders Services and West Suburban Elders Services. These two agencies have contracted with a transportation company and they're the ones that supply the van. 565  
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When the elders arrive they have tea or coffee. This gives them an opportunity to socialize with one another. Usually they have breakfast around 9:00 AM. Then at about 10:00 AM they go into the large room in the elder's wing. Depending on the day they may have Creative Movement with the older children. This is an intergenerational activity. 570  
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Also, some of the elders may go to the Floating Museum or may have the opportunity to visit in one of the children's classrooms, other days at this time they would have a discussion around current events. Another part of the program is that they go out each day for a walk. While outside, they may sit on the benches, people watching and talking to one another. 575  
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Also if it's a small group, they might go down to the playground and either push the children on the swings or interact with the children during play. So this becomes an informal intergenerational activity. 580  
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Q: How often during the week do the elders interact with the 4- and 5-year-olds? 583  
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A: Well, it's really hard to pinpoint. There are many informal meetings throughout the day, whether it's the 4- and 5-year-olds having breakfast with the elders, or the 3-year-olds waving to the elders on their way to the playground. I want to say a planned intergenerational activity would probably happen in the morning, with each group of children meeting at least one day a week with the elders. 585  
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Q: Do you think the scheduled activity time for the children and the elders is enough? 591  
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A: Yes, I would say so. I think given the age range of the children we have and their short attention spans; also when we consider the social needs of the elders, then yes, one formal meeting each day seems to be enough. 593  
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Q: What kind of professional development is provided for teachers and coordinators? 597  
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A: Well, during our work week we have brought in professional people, either child or elder care specific, for cross-training. And also staff are expected to initiate looking for either courses or workshops that would be intergenerationally specific to elder or child care. They are given two professional days to participate in off-site workshops. Also child and elder staff members go to one another rooms and either watch the children while they are playing or assist elders during an activities. So you can see that cross-training is on-going. This creates a very flexible staff. 599  
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Q: What do you hope the 4- and 5-year-olds in this intergenerational environment are getting? 608  
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A: I guess my hope is that they get a lot of love and nurturing, and that they see the center as a safe place. Also, I hope that they're respected for who they are, and that they learn from the elders and that the elders learn from them. One very positive aspect of the elder's program is that it's a small program and the elders really get to know one another. When an elder is absent from the program, they are really missed. And, likewise, in the children's program. A child who is absent is missed also. I think they 610  
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are missed because it's a very caring environment.	617
Q: What changes if any would you make in the program to make it	618
more effective?	619
A: I think, probably to simplify it so that the staff takes more of an	620
initiative in planning intergenerational programming. That it just	621
doesn't have to be one person. We all need to get involved. I guess	622
looking to the next step, with us moving to Lexington, it will certainly	623
be a different model of intergenerational programming. We have come	624
to understand that there are many different ways to be intergenerational.	625
There is not just one model or one set way. We now understand that	626
there is a need to change and improve.	627
Q: Can you describe the intergenerational program for the new site?	628
A: Stride Rite is still committed to intergenerational programming.	629
We are creating a new model of intergenerational programming.	630
We are networking now in the Lexington/Winchester/Waltham	631
areas. Elders will come on-site Monday-Friday. They will visit	632
during the afternoon.. There will be a baby-rocking program	633
for the two infant rooms. In the other two classrooms of toddlers,	634
there will be intergenerational activities. We are even thinking about	635
letting the elder have an active role in caring for the children There will	636
also be a playground on-site so that there will be opportunities for	637
intergenerational activities out doors . There will also be a senior aerobic	638
program. Many of the elders who will be participating in the Lexington	639
program will be healthier elders. However, other elders will be similar to	640
the ones that we have here now. They will bring a staff person with them	641
from either assistant living or from an adult day health program. So it will	642
be a small group of elders coming on site for 2 to 2 1/2 hours each day. I	643
really enjoy working in the intergenerational center. I am excited about	644
creating with the staff and other administrators, a new model	645
of intergenerational programming. This is just a unique place to work!	646

Interview: Care provider (Teacher 1)	647
August 16, 1995	648
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Tape 1	650
Side A	651
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Q: How old are the children that you teach?	654
A: I'm currently a teacher for a mixed age group. The ages range from 2.9 to 4-years-old.	655
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Q: What is your understanding of Stride Rite's philosophy of intergenerational day care?	657
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A: Stride Rite's on-site intergenerational day care program is the result of a visionary, Arnold Hiatt. It's the first employer sponsored day care center of this type in the United States. One of its goals is to bring elders and children together to build healthy relationships and hopefully the children will grow with a respect for the elders in the program. I think that many people lack this respect in their life, perhaps because families tend to separate in a lot of ways. Here I see that many of the elders and the children bring a lot of happiness to each other during social interactions.	659
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Q: Do you think a center like this is necessary?	668
A: Yes	669
Q: Why?	670
A: I think that this center is an example of the kind of day care that should be happening a lot more. I don't think there is enough respect, just in general in society towards our elders. But here, I feel that this center provides many opportunities for young children and elders to come together and enjoy each others company.	671
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Q: What kind of professional development is provided for teachers and coordinators?	676
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A: I think we have all tried to work together as a staff. I know the elder care team has done presentations for the child care team to help us better understand the needs of the elders. And I know at one point they tried to make every staff training intergenerational. This did not always work.	678
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Q: Why not?	683
A: Well, they tried to teach all of the workshops from the aspect of elders and children. And there are some topics where this approach doesn't work. And the woman who was the intergenerational coordinator didn't want to have training unless they were on topics that were intergenerational. But, there were specific child and elder care issues that couldn't be put into this broad spectrum because we work with groups of people who are on both ends of the age spectrum. But the intergenerational coordinator felt that if the money was going to be used for in house training, she wanted the training to be connected to the needs of both groups. So, I think that there is now an awareness that this type of cross-training needs to happen. Even though I might be in the child care program all of us have to be aware of the needs of the young children and the older adults who are part of the intergenerational program here.	684
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Q: How often do your children participate in a planned intergenerational activity with the elders?	698
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A: I think we try to have it happen at least twice a week.	700
Creative Movement is usually once a week. And then	701
maybe the elders come to the classroom and read or work	702

with the children on a project. We try to keep it focused so that we have	703
intergenerational activities going on.	704
Q: Have you observed children in your class who don't want to	705
interact with the elders?	706
A: Yeah!	707
Q: Why not?	708
A: I think the children get scared. Some are shy, like during Creative	709
Movement some of the children may not get out of their chairs.	710
They may choose to watch. When this happens we don't force	711
them to participate, because sometimes they just need time. And	712
when they're ready they get involved. I think that if we worked	713
harder at building friendships between the children and the elders	714
than we could probably make it easier for all to get involved.	715
Q: Can you describe critical incidents or memorable interactions	716
between the 4- and 5-year-olds and the elders at the center that you	718
feel is a demonstration of the children's attitudes toward them?	719
A: Lately, the children haven't chosen to talk about the elders.	720
And I don't bring up conversation about the elders because there is	721
no evidence of interest. We have had elders in the past who have died	722
and we talk to the children about it. For a couple of days we'll talk about it.	723
But for the 3- and 4-year-olds, it's more of the process of dealing with the	724
death as opposed to talking about the elder. One thing that I have	725
noticed is that many of the children get excited when you ask, "Who would	726
like to visit the elders?" They answer, "Me, me, me!" This is especially	727
true of the 4-year-olds. But although they get excited, they don't typically	728
ask first. Also we have a woman here who is quite young.	729
Q: Young?	730
A: Yes, she's about 55 and that's young as far as elders go. The children	731
really respond to her because she is very mobile and active.	732
You would not know that she is in the beginning stage of Alzheimer's	733
because she is very involved. The children interact well with her and it's	734
very good to see that. And I know that all of the elders in the past, who	735
have really been a significant part of the program have always been	736
very active and engaging. I see the fear the children have when their not	737
able to understand the elders who can't walk properly or who need	738
to have a wheelchair. One of the elders who went on a field trip with	739
us to the zoo, needed the aide of a wheelchair. When the children	740
saw this, one child asked, "Why?, Why is she in the wheelchair?"	741
Q: What changes if any would you make in the program to make it	742
more effective?	743
A: I would like to see more planned activities between the children and	744
the elders. However, I think the problem with us (child care staff) and	745
them (elder care staff) is that our schedules are not compatible. For example,	746
my children eat breakfast before the elders. By the time the elders have	747
finished their breakfast we are ready to go outside. So we need to take a	748
look at the social needs of the children and elders and the time schedules	749
we're on. It feels like such a conflict. We need to work at it. It's difficult!	750
We must give the children and elders time and opportunity if we want	751
them to develop friendships. I think we tried for a little while.	752
I think it depends on the group of the elders that we have and how well	753
they are. I know that we tried a couple of different things, but again I	754
would like to see more friendships developing. Also I would choose	755
healthier elders to participate in the program. I think in some ways	756
the children do not have a realistic view of the range of the elders.	757
During the day, I think they see most often frail elders. I understand that	758
the reason why the elders are here is because they can't be alone; so the	759



children are not getting an accurate representation of elder's abilities.	760
There are a lot of elders who can do fine. And I think that the children	761
respond much more readily to a more active elder. Therefore, I would like	762
for there to be elders in the program whose minds are well. It would be a lot	763
easier having more elders who could read books to children and are able	764
to respond to their questions. Sometimes I think the elders get really	765
confused because the children are not always clear on what they are	766
asking. So I think that would be helpful.	767
Q: Why is Stride Rite moving to Lexington?	768
A: Stride Rite is moving because our lease is up and the new CEO of	769
the company basically feels that economically it would be better to	770
leave Cambridge, because the rents are higher in the city. Currently	771
Stride Rite has out grown the seven floors in this building it occupies.	772
And because the CEO doesn't like high rises they have decided to move	773
us into a four story building where the rent is cheaper. In November we	774
hope to be in our new location in Lexington, Massachusetts.	775



Interview: Care Provider (Teacher 2)	776
August 17, 1995	777
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Tape 1	779
Side A	780
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Q: How old are the children you teach?	783
A: I teach the 5- and 6-year-olds. They are the preschool and kindergarten group.	784
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Q: What is your understanding of Stride Rite's philosophy of intergenerational day care?	786
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A: I think basically, to have the children interact with the elders. It gives them more of a relationship, especially in terms of the children understanding the aging process and older people. I also think it's nice for the older people who don't have any grandchildren or who are not around young children, to have that experience of being around the children. It's the same for the children. A lot of them have lost their grandparents and they really look up to the elders. It's really like a bonding between both age groups.	788
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Q: Do you think a center like this is necessary?	799
A: I wouldn't say it's necessary but, I do think that it's needed in most communities because I think those people who are caring for young children as well as their own parents need to have a place where both groups can receive quality care during the day. I think everyone benefits from having a center like ours.	800
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Q: What kind of professional development is provided for teachers and coordinators?	804
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A: We have to have a certain amount of training hours. The director uses one staff meeting a month and brings in a professional person to talk with the child and elder care staff about care related topics. We had one training session on Alzheimer's disease. We had another one on nutrition. So there have been really interesting topics. It's like cross-training. All staff members are learning how to better care for and support the social, emotional, and intellectual development of infants, toddlers, preschoolers and elders.	807
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Q: How often do your children participate in a planned intergenerational activity with the elders?	816
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A: Let's see; one day a week we have Creative Movement. And sometimes on Mondays we have Museum time. That activity takes place in the Floating Museum. Right now during the summer schedule we have planned several field trips; so there have been some weeks when we have missed an planned activity with the elders. Informally we see the elders at the playground or sometimes we eat lunch with them.	818
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Q: Have you observed children in your class who do not want to interact with the elders?	825
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A: No, I don't think I ever see that. Sometimes the children are shy. Or sometimes if they have a choose when some other activity is going on and they don't want to miss out on the other activity, they may show reluctance to do something with the elders. But I don't think it's because they don't want to, I don't think there's a problem with that.	827
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Q: Can you describe your curriculum on the elderly and the aging process?	832
A: I don't think there is a written curriculum. If there is, I'm not aware	834

of it. But, I think that just being with the elders and doing fun things	835
together and learning about one another and just talking about growing	836
old, helps the children to understand the aging process. We also read a	837
lot of age-related stories to the children. Having worked with the	838
2- and 3-year-olds in the past, when I consider this group I think	839
that the 5- and 6-year-olds understand the most, or here is where I think	840
young children start to understand. For example this year we have had a	841
few elders that have died and we told the children. The children seemed	842
to understand. They had many good questions as well as concerns. This	843
age group is into talking about death a lot. I think that they are beginning	844
to understand that when they get old that eventually they will die too.	845
Q: Can you describe critical incidents or memorable interactions	846
between the 4- and 5-year-olds and the elders that you feel is a	847
demonstration of the children's attitudes towards them?	848
A: I think they have positive attitudes toward the elderly. They	849
really seem to relate well to them and most of the children are not	850
afraid of them. They hug them. They're excited to see them. If an	851
elder is missing for a while the children will ask about him/her	852
particularly if the elder was friendly and active. Recently one of the	853
elders was in the hospital so the children had not seen him in a while.	854
During a Creative Movement activity one of the children asked me	855
about the missing elder. We explained to all the children that the elder	856
was in the hospital. For those children who show some fear or are very	857
shy around the elders, I can understand their feelings because my	858
grandfather died about 2 years ago, so when I first came here to Stride	859
Rite it was hard for me to sit and talk with the elders and get to know	860
them. But now I've gotten over that and I go in and talk with them.	861
Now I enjoy it, but I had such a great fear in the beginning.	862
Q: What changes if any would you make in the program to make	863
it more effective?	864
A: I think more interactions with the elders needs to happen. Right	865
now we meet with the elders a couple of once a week. But sometimes	866
the activity schedule is not consistent. I think it needs to be more	867
consistent. I also think that we need more variety in the planned	868
activities. There are so many wonderful things we can do together.	869
Also, during lunch time at the beginning of the year the toddlers and	870
preschoolers would rotate and have a day to eat with the elders.	871
But this kind of faded a way because we lost a lot of elders.	872
Now there are not that many elders left in the program. So I think	873
that would be great for the children to have the opportunity to	874
once again eat breakfast or lunch with the elders, because I think that	875
friendship building happens best in an informal setting.	876



Interview: Care provider (Elder Activity Coordinator)	877
August 24, 1995	878
Tape 1	879
Sides (A&B)	880
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Q: What type of training have you had to help you in your work with the elders?	884
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A: With the elders in particular I haven't had that much training.	886
This is my first experience working with older adults. When I came to Stride Rite I came as a teacher. I worked with 4- and 5-year-olds.	887
So I've done different workshops and conferences, like an intergenerational conference. I also attended different workshops on Alzheimer's disease. These are my only specific elder trainings.	888
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Q: What kind of staff training is provided for teachers and coordinators?	892
A: I think there have been many changes over the last year and I think staff training is one of the things that has fallen by the way side.	893
At the beginning of this year, there were cross-trainings in child care, specifically for the elder care staff, and in elder care, designed for the child care staff. There are certain child care requirements set by the Office For Children, I believe. And as far as elder care goes, there are at this time, no state requirements. But the former intergenerational coordinator was in charge of all the staff training and she provided a variety of training throughout the year. She would bring in other people. Actually, this year we did do some cross-training. The elder care staff presented a profile of our elders to the child care staff. And they began doing the same for the elder care staff.	894
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Q: What are the resources where by an elder can hear about his program?	905
A: There are city elder referral services; there's the Somerville/Cambridge Elder Services and then each community or collaborative of communities will have a staff of people that refer families or elders to different services including programs like ours. So that's probably the main way, through referral. Also, publicity through the corporation. I think that when the center first opened it was so unique. There were lots of film crews, filming and getting the word out about our on-site intergenerational day care center. There were also many publications that did articles about the center. I don't think the corporation has ever done any advertising like, an ad in a newspaper or anything like that.	906
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Q: Can you give a profile of the elders who participate in this program?	916
A: It's a social day program, which is mostly elders who are independent, might need a little supervision but don't necessary have any medical needs that would require a nurse on staff, so if any one did get to that point, say they became incontinent or they had some really severe medical needs that would require a nurse doing certain procedures with them they would need to leave our program and go to an adult day health program. That's kind of the next more involved classification. But this program is mostly social. It is for elders who are isolated; and need a little supervision because they might have some memory loss because of a stroke or early onset Alzheimer's. There might be some ambulating difficulties. They might need a walker or a wheelchair to go outside. Or, some are just isolated and are anxious at home and need to get out and become involved with other people, so that they don't fall into a depression.	917
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Q: Can you describe a typical day for the elders?	931
A: The elders come in the morning by van; most of them do. Although	932

in the past some elders were brought in by family members. When they	933
come in at about 9:00 AM, they are served coffee and tea. This is sort	934
of a social time when the elders and get caught up on events. At	935
9:30 AM. they have breakfast and after breakfast we usually have	936
an intergenerational activity with one of the groups of children.	937
Q: Is this Daily?	938
A: This is most days. I would say every group gets together at	939
least one day a week. For the babies it works a little differently not	940
always in the mornings, sometimes in the afternoons. There might	941
be one day that we don't have an intergenerational activity planned.	942
Then, depending on the weather and the time of year, we do a variety of	943
things together here in the elder's program. Exercise is a part of	944
our day. We may go outside and do some walking. Sometimes we'll	945
walk to the Marriott Hotel or around the neighborhood. Current events	946
is also a part of our daily routine. We go through the newspaper and	947
read through some of the news, but not all of it. We tend to avoid the	948
more negative news. We have a discussion around topics of	949
interest. Then we have lunch. After lunch the elders can do a	950
variety of things. They can play games, they can nap or even visit	951
one of the classrooms. They really enjoy being with the infants	952
At 2:30 PM. we prepare to go home.	953
Q: How many of the elders are related to an employee?	954
A: Currently one, and that's from about a dozen different elders that	955
we have now.	956
Q: Is there a concern about the lack of elders who are related	957
to Stride Rite employees?	958
A: Yeah, I think there was there's the Work/Family Director who	959
the employees go to and she would refer people to us if they had	960
these particular needs. In 1993, the former elder care specialist	961
conducted an informational session for the corporate families, to kind	962
of let them know what the elder care program was all about. The	963
session was not well attended. I don't think anyone showed up to	964
really inquire about it. It seemed well advertised throughout the	965
corporation and still on one showed up. So they assumed that there	966
really wasn't a need among the current employees for elder day care.	967
Q: How often do the elders interact with the 4- and 5-year-olds?	968
A: They meet at least two times during the week and the child care	969
specialist spearheads this effort. She does Creative Movement with	970
them. They also sing songs, play games or act out a story. Then there's	971
the museum time. A time when 2 or 3 children and 2 or 3 elders get	972
together and participate in activities that increase their awareness of the	973
different cultures. Sometimes, after we get together in the morning	974
we might meet the children on the playground. But things are	975
also happening spontaneously. Also, there are times when the elders	976
can visit the 4- and 5-year-olds in their classrooms. Now, these visits	977
don't happen very often. But it use to happen very often when there	978
was a variety of things going on back when we had an	979
intergenerational coordinator. Now that we don't have this	980
person the visits happen less often.	981
Q: What are the elder's attitudes towards the 4- and 5-year-olds?	982
A: The elder's attitudes toward the children are really positive. I	983
think the children elevate their mood. I think that the 4 and 5-year-olds	984
in particular are very entertaining and so energetic and	985
lively that it can't help but have a positive effect on the elders.	986
I think the elders really enjoy these children, some more than others.	987
Those elders who enjoy them, wants to get involved with them. Others	988



might watch and observe. But they have a choice. Our goal is to make	989
this a positive experience for the elders. When the 4- and 5-year-olds are	990
around, the elders come to life. The children also make them feel needed.	991
If a shoe needs to be tied, or someone needs a hug or just wants a little	992
attention, these are opportunities for the elders to help or nurture the children.	992
Also, some of the elders enjoy teaching the children different things.	994
They even try to discipline them. Sometimes when the 4- and 5-year-olds	995
and the elders are eating together and the children are not eating their	996
vegetables, some elders feel like it's their responsibility to get them to eat.	997
It can be kind of interesting to see them come up against each other.	998
And then you throw in a few staff and everyone has their own opinions	999
about the way it should be done. But in all, the elders feel good about	1000
being with the children; teaching them something new and sometimes	1001
reading or sharing an experience with them.	1002
Q: Can you describe the center's curriculum on the elderly and	1004
aging process?	1005
A: With the curriculum that we have, we use a lot of intergenerational	1006
materials. In the classrooms we have picture of the children and the elders	1008
hanging on the walls. There are little human figures in the play areas.	1009
For example there's a playset that has people of various ages and there are	1010
puppets and dolls. Some dolls have gray hair and some dolls are infants.	1011
We have books with pictures of elderly people and children. There is a	1012
whole collection of intergenerational literature here, that represents the	1013
many different cultures of children and elders together.	1014
Q: What changes if any would you make in the program to make it	1015
more effective?	1016
A: I think the children's and elder's needs are always changing. So as	1017
people change and their needs change I think you have continuous	1018
opportunities for child and elder staff members to get together and	1019
talk about what's going on and what we want to do, and generate new	1020
ideas. So really having good communication is important and also	1021
having someone to coordinate things and to get things moving. There	1022
have been many times when we have had wonderful session where we	1023
shared ideas, but there is no follow through. We need time to brain-	1024
storm and process our ideas, and then implement them. That's been the	1025
hardest thing. We use to have an intergenerational coordinator who really	1026
facilitated this process. Now it's really hard to find common time to get	1027
together to talk and share. A coordinator is needed in order for the center to	1028
move forward. Also I've been concerned about how the children feel about	1029
the elders. Because of the nature of the elder day care program you don't	1030
always have the most independent elders and so I've always wondered	1031
about the attitudes of the children toward this particular group of elders,	1032
who are also in need of some care. What the children see and experience	1033
each day is helping to form their perceptions of who elders are. There are	1034
certainly many well elders here who are very capable But there are also	1035
some who are not. They are struggling with ambulation or maybe confused.	1036
It's hard to tell what the children are picking up on. I think more	1037
intimate contacts between the 4- and 5-year-olds and the elders would	1038
really help the children to see elders in more positive light. This would	1039
be the time when they can develop and nurture friendships.	1040

Interview: Care Recipient (Elder)	1041
August 23, 1995	1042
	1043
Tape 1	1044
Side A	1045
	1046
Q: How did you learn about Stride Rite's Intergenerational Day Care Center?	1047
	1048
A: I was in the hospital and the social worker suggested this program to me. I've been living in Cambridge most of my life so I came down and was interviewed.	1049
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	1051
Q: During the interview, were you told that you would be interacting with infants and young children during the day? And that this was a feature of the program?	1052
	1053
	1054
A: Yes they told me about the children..	1055
Q: Was this appealing?	1056
A: Yes, that was a definite plus as far as I was concerned. It's a plus for the children and it's a plus for the elders.	1057
	1058
Q: How long have you been here?	1059
A: I think almost one year.	1060
Q: How many days do you attend?	1061
A: Three times a week. The City of Cambridge provides the transportation too and from the center.	1062
	1063
Q: What activities do you enjoy the most when they involve the children?	1064
A: Well it's sort of fun and games and conversation. I tried to get a French class going, but with all the different schedules it did not work out well. Scheduling problems made it unfeasible.	1065
	1066
	1068
Q: Have you heard of the Floating Museum?	1069
A: Oh yes.	1070
Q: Can you tell me about some of the activities that take place in the museum?	1071
	1072
A: Well I personally don't know what kind of activities take place there. When the museum first started I visited with the coordinator and she explained it to me. I thought it was a good idea. I thought it might be over the heads of some of the youngsters, but I think that's not the case. I think you have to go over their heads to get them interested. This museum is an excellent idea because it gets them asking questions about different cultures like Japan, China and Europe.	1073
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	1080
Q: Didn't they study the country of France?	1081
A: Yes they did.	1082
Q: Did you teach the children some French words?	1083
A: Oh yes. I tried to teach French to the older children whenever I got the opportunity. Now when the older children see me the 4- and 5-year-olds especially, they don't say, "Hi!" Instead they say, "Bon Jour!" But, I never worked out a schedule whereby it was feasible to teach French to the children.	1084
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	1086
	1087
	1088
Q: Do you visit the 4- and 5-year-olds in their classrooms?	1089
A: Yes, I have always felt free to walk down to the children's wing. Sometimes just to sit and watch them play. The children seem to enjoy us as much as we enjoy them.	1090
	1091
	1092
Q: What goes on during your visit?	1093
A: When I visit the older children in their classrooms what I do with them is pretty spontaneous. We often play games, read a story or sing songs. Sometimes they sing to me. It's nothing elaborate but it starts the circulation. These visits are nice because the children call me	1094
	1095
	1096
	1097



by my first name and I feel very comfortable down there. I think the	1098
intergenerational facet of this program is important.	1099
Q: What do you think are the 4- and 5-year-olds attitudes	1100
toward the elderly?	1101
A: I think that they enjoy being with us as much as we enjoy	1102
being with them. I think that; the fact that they are spending a	1103
good deal of the day with their own age group makes it sort of	1104
Q: What do you enjoy most about this program?	1105
A: I can't single any one thing out. It's just the whole	1106
operation that's inspiring and keeps me in contact with	1107
people who want to be in contact with me. There is a definite	1108
program each day. You don't just sit in the room and look out	1109
the window. They keep us active. I'm happy with the way that	1110
things are done here.	1111
Q: Do you know why the intergenerational day care center	1112
is closing?	1113
come here are active and can communicate. They sort of	1114
appreciate the children. I'm sure this is a unique operation	1115
and if I had the strength and time, I would definitely try to	1116
come up with a plan to put something of the same sort together,	1117
using the Stride Rite model. I think the center is well run and	1118
the staff is excellent. There is a definite need for this form of day care	1119
Q: Has any one here at Stride Rite recommended a new	1120
placement for you?	1121
to the director and her supervisor. I really feel very frustrated,	1122
because I know the land lord personally. The one thing I could	1123
have done on behalf of Stride Rite was to see if they were	1124
paying proper rent. This is a nonprofit operation.	1125
Well back to what I was saying. When I spoke with the	1126
director and her supervisor at that time the plans were not	1127
specific. They had all sorts of ideas, but nothing specific.	1128
I feel very bad. The program is just going down the drain.	1129
I hope it doesn't, but if it does, hopefully the idea will spread	1130
and other centers like this one will spring up. Stride Rite has	1131
put an awful lot into this center and I think that they are always	1132
trying to improve.	1133

## APPENDIX N

### THE PARENT SURVEY QUESTIONNAIRE



## The Parent Survey Questionnaire

PLEASE RETURN THIS INFORMATION IN THE LABELED ENVELOPE TO YOUR CHILD'S  
TEACHER. Thank you so much for your help!

## DEMOGRAPHIC INFORMATION

**Directions: Please print the information in the spaces below.**

- Section 1B

**Directions:** Please provide the appropriate information in the spaces below.

- Section 1C

**Directions:** Please make a check mark in the appropriate spaces.

1. Are you a Stride Rite employee?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you have and elderly relative who participates in the program?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## CHILD/ELDER INTERACTIONS

### Section 2A: (Outside the Family)

Directions: Please make a check mark in the appropriate spaces.

1. My child has planned activities with elderly adults at least 1 out of 4 days while at the day care center

Yes \_\_\_\_\_ No \_\_\_\_\_

### Section 2B: (Inside the Family)

Directions: Please make a check mark in the appropriate space.

1. Are there people over 65 living in your household?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Does your child see his/her grandparent(s) or great grandparent(s)?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. If yes, how often do they see them?

Frequently \_\_\_\_\_ or Infrequently \_\_\_\_\_

## KNOWLEDGE ABOUT THE ELDERLY IN THE DAY CARE PROGRAM

### Section 3

Directions: Please make a check mark in the appropriate space.

1. Can you child give the name of at least on elder at the center?

## CHILDREN'S ATTITUDES TOWARD THE ELDERLY AT THE CENTER

### Section 4

Directions: Please check mark in the appropriate space.

1. Have you seen any positive or negative changes in your child's attitude toward the elderly, that you think maybe a result of his/her participating in the program?

Positive \_\_\_\_\_ Negative \_\_\_\_\_

Direction: Please write your response to this question in the space that has been provided on the back.

2. Please describe critical incidents or memorable interactions between your child and the elders that you feel is a demonstration of his /her attitudes toward them.

#### PARENT FEELINGS ABOUT STRIDE RITE'S INTERGENERATIONAL PROGRAM

##### Section 5

Direction: Please make a check mark in the appropriate space.

1. Do you think the intergenerational program is a good program?

Yes \_\_\_\_\_ No \_\_\_\_\_

## APPENDIX O

### THE CHILDREN'S ATTITUDES TOWARD THE ELDERLY (The CATE)



THE CATE  
CHILDREN'S ATTITUDES TOWARD THE ELDERLY

by

Richard K. Jantz, Assistant Professor  
Carol Seefeldt, Associate Professor  
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Kathy Serock, Graduate Assistant

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University of Maryland

## WORD ASSOCIATION

### Section 1

What can you tell me about old people?                      Positive                      Negative

Frequency Count - Affective Responses

Physical Responses

Behavioral Responses

### Section 2

What old people do you know?

Family:                      Yes                      No

Others:                      Yes                      No

What do you do with that person?

With-active:                      Yes                      No

With-passive:                      Yes                      No

For:                      Yes                      No

### Section 3

Can you give me another name for old people?

Yes                      No

### Section 4

How do you feel about getting old? Check one.

Positive                      \_\_\_\_\_

Neutral                      \_\_\_\_\_

Negative                      \_\_\_\_\_

# SEMANTIC DIFFERENTIAL

Old People

	Very		A Little		Very	
Good	____,	____,	____,	____,	____,	Bad
Sad	____,	____,	____,	____,	____,	Happy
Right	____,	____,	____,	____,	____,	Wrong
Terrible	____,	____,	____,	____,	____,	Wonderful
Pretty	____,	____,	____,	____,	____,	Ugly
Unfriendly	____,	____,	____,	____,	____,	Friendly
Clean	____,	____,	____,	____,	____,	Dirty
Poor	____,	____,	____,	____,	____,	Rich
Healthy	____,	____,	____,	____,	____,	Sick
Harmful	____,	____,	____,	____,	____,	Helpful

## PICTURE SERIES

### Section 1

Directions: Photographs are shuffled and placed in random order on testing table.

A. Which person do you think is the oldest?

Response: (Ability to identify)      Yes      No

Why?

Response:      Evaluative      Physical-descriptive

B. Photographs remain on table.

Directions: If child has identified correctly in (A), examiner continues.

If child has failed to identify, examiner points to photograph of oldest man.

How will you feel when you are that old?

Response:      positive      neutral      negative

C. Directions: Examiner points to oldest person.

What things would you help this person do?

Response:      affective      behavioral stereotype      behavioral unique

D. Directions: Examiner points to oldest person.

What things could he help you do?

Response:      affective      behavioral stereotype



## Section 2

Directions: Photographs remain on testing table in random order.

- A. Can you put these pictures in order from the youngest to the oldest?

Response: (Ability to order)      yes      no

Directions: Photographs are placed in proper sequence. Examiner points to photographs, one at a time in correct order.

- B. How old do you think each of these men are? Record actual age.

Photograph 1 (Youngest)

Photograph 2 (2nd Youngest)

Photograph 3 (2nd Oldest)

Photograph 4 (Oldest)

## Section 3

Directions: Examiner indicates all four photographs.

- A. Which of these people would you prefer to be with?

1

2

3

4

Why?

age-related

altruistic

evaluative

Directions: Examiner points to photograph chosen in 3 (A).

- B. What kinds of things could you do with that person?

Response:

. with-active

with-passive

for

## TEST MANUAL

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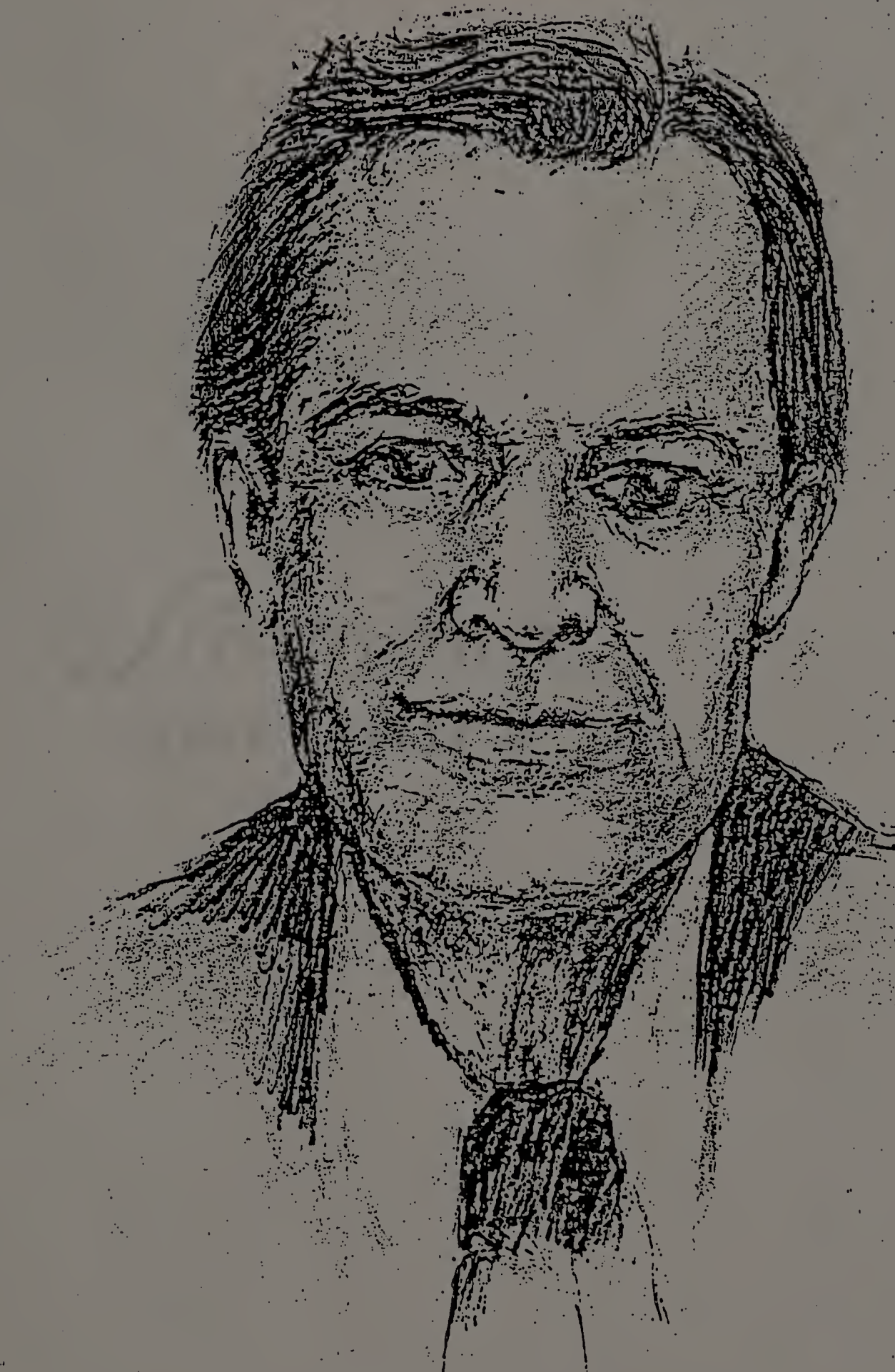
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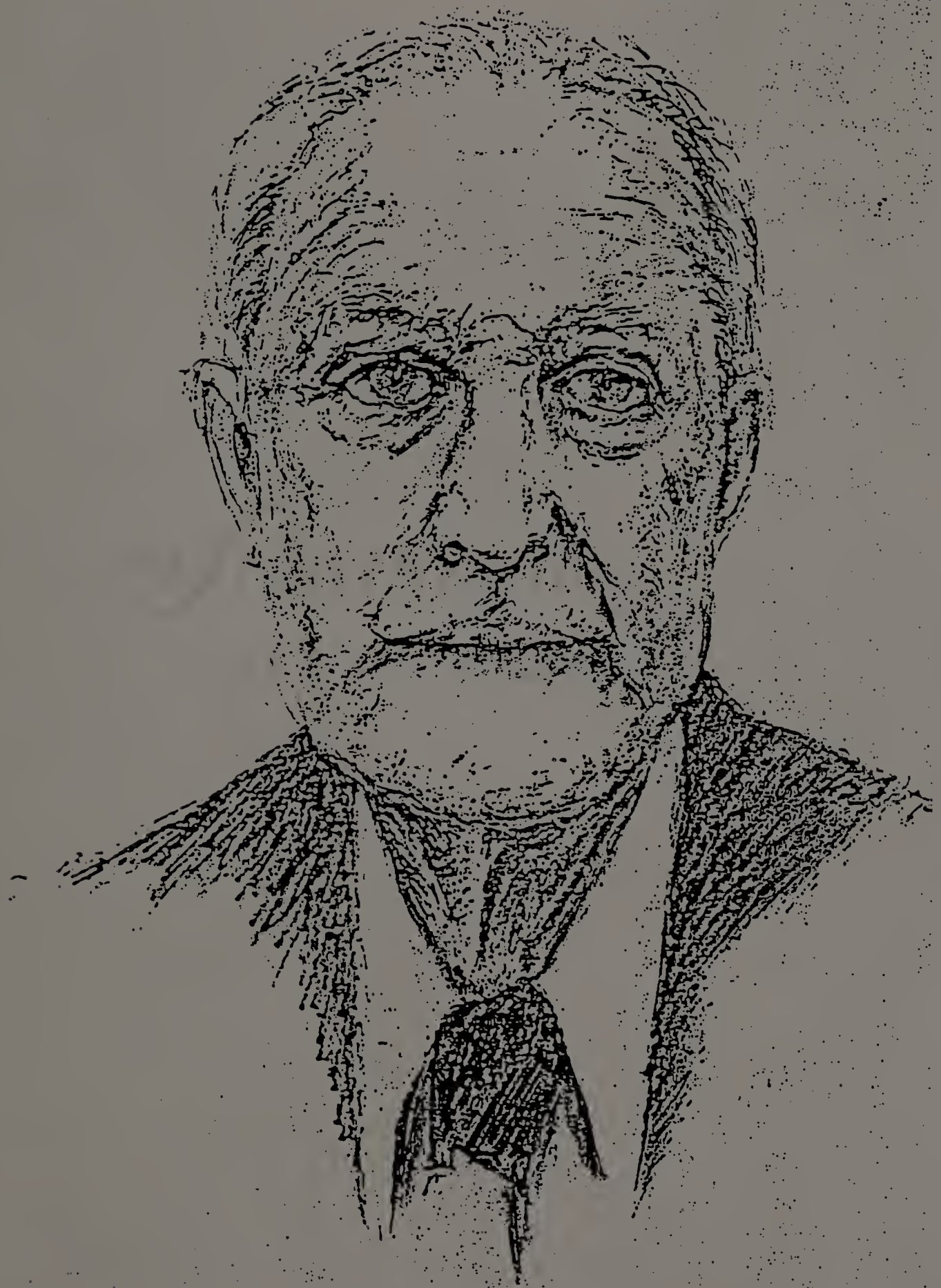


Photograph 1 (Youngest Man)





Photograph 2 (2nd Youngest Man)



Photograph 3 (2nd Oldest Man)





Photograph 4 (Oldest Man)

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